

The background of the poster features a photograph of the Seattle city skyline under a blue sky with scattered white clouds. The Space Needle is prominently visible on the right side. A large, semi-transparent white oval shape surrounds the title text.

NOURISHING Partnerships FOR Lifelong Learning

2009 NASPA Annual Conference
Seattle, Washington March 7–11, 2009



www.naspa.org/conference

About NASPA

NASPA, student affairs administrators in higher education, is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of student affairs to educating the whole student and integrating student life and learning. With more than 11,000 members at 1,400 campuses, and representing 29 countries, NASPA is the foremost professional association for student affairs administrators, faculty, and undergraduate and graduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, service, fellowship, and the spirit of inquiry. In fulfilling its mission to provide professional development and advocacy for student affairs educators and administrators who share the responsibility for a campus-wide focus on the student experience, NASPA is committed to:

- Providing professional development to our members through the creation and dissemination of high-quality experiences, information, and exemplary models of practice;
- Providing leadership in higher education through policy development and advocacy for students on important international, national, state, and local issues;
- Advancing pluralism, diversity, and internationalism in NASPA and the profession;
- Providing leadership for promoting, assessing, and supporting student learning and successful educational outcomes; and
- Maintaining, evaluating, and developing a high-quality association structure and national office to meet current needs, anticipate future trends, and promote growth.

For more information about NASPA, please see page 100.

2009 NASPA ANNUAL CONFERENCE PLANNING COMMITTEE



Chair
Jan Winniford,
Weber State University

Administrative Coordinator
Bette Simmons,
County College of Morris

Featured Speakers Chair
Brian McCoy,
Nichols College

Local Arrangements Co-Chairs
Anna Carey,
Western Washington University

Sherry Mallory,
Western Washington University

Pre-Conference Programs Chair

Judy Albin,
Penn State University

Programs Chair

Robert Kelly,
Seattle University

Publicity & Promotions Chair

Frank E. Ross III,
*Indiana University – Purdue University
Indianapolis*

Sponsorships

Shane Carlin,
University of Illinois at Urbana-Champaign

The Placement Exchange Chair

Nam Nguyen,
San Jose State University

Volunteers & Special Projects Chair

Evette Castillo Clark,
Tulane University

NUFP Intern

Natasha Croom,
Iowa State University



NASPA President
Diana Doyle,
Community College of Denver

NASPA Staff
Gwendolyn Jordan Dungy,
Executive Director

Stephanie A. Gordon,
Senior Director of Educational Programs

Arlene Kidwell,
Senior Director of Meetings

For a complete listing of subcommittee members, please see page 105.

Dear NASPA Colleagues and Friends:

On behalf of the NASPA Board of Directors and the 2009 Conference Planning Committee, welcome to Seattle and the 91st NASPA Annual Conference.

The conference offers over 350 outstanding programs and workshops, dynamic featured speakers, networking opportunities, and an array of special events to help you **"Nourish Partnerships for Lifelong Learning."** Through the conference experience, we hope you will:

- **Aspire:** Be challenged by colleagues, institutions, and leaders from a variety of disciplines to work toward a sustainable future grounded in lifelong learning.
- **Find Balance:** Inspire your colleagues while learning from their experience, and discover opportunities for reflection, renewal, and personal and professional growth.
- **Innovate:** Explore exemplary research and best practices that identify the current needs of students and ensure the development of creative and strong programs established with success in mind.
- **Develop Partnerships:** Nurture inspiring relationships that illuminate the significance of our profession and the ability of higher education to further lifelong learning.
- **Improve Sustainability:** Gain knowledge of innovative strategies and programs that further promote vitality, diversity, and technological advances within higher education today.

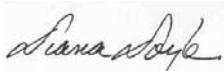
What better location to accomplish these goals than Seattle? In addition to offering a dramatic setting of natural beauty, Seattle is tech-savvy, forward-thinking, and environmentally focused. The city also embraces diverse cultures and offers unlimited opportunities to experience art, heritage, and culture. We hope you find time to experience the beautiful waterfront, historic Pike Place Market, and other cultural offerings in the Emerald City.

The conference planning team has worked diligently to offer a diverse array of pre-conference workshops, interest sessions, poster sessions, and other activities that address the needs of professionals at all levels – undergraduate students, graduate students, new professionals, mid-level professionals, senior student affairs officers, and faculty – as well as at different sizes and types of institutions. To help identify some of the conference programs that may be of particular interest to members of these various groups, please refer to pages 16-19.

A new feature of this year's conference is mini-institutes – invited sessions of extended length that specifically highlight each of the five conference themes listed above. Refer to page 15 of the program booklet for more information about these special programs.

We encourage you to take time to review the entire program booklet for the wealth of programs and networking opportunities available. Consult the NASPA Professional Development Curriculum Matrix to focus your experience. Ask our family of NASPA volunteers for help and information. And have a rewarding conference experience.

Thank you for joining us in Seattle to "Nourish Partnerships for Lifelong Learning!"



Diana Doyle
NASPA President
Community College of Denver



Jan Winniford
2009 NASPA Conference Chair
Weber State University

Table of Contents

2	General Information
5	Schedule-at-a-Glance
6	Featured Sessions and Keynote Speakers
10	Awards Recipients
12	Highlights
15	Mini-Institutes
16	Events & Programs of Interest
18	Sponsored Programs
23	Saturday Schedule
26	Sunday Schedule
33	Poster Sessions
37	Monday Schedule
65	Tuesday Schedule
90	Wednesday Schedule
94	Presenters Index
100	NASPA
105	Conference Planning Subcommittees
106	Glossary of Terms
110	2009 Exhibitors
122	Floor Plans
133	2009 NASPA Sponsors
135	Exhibitor Passport

General Information

ACCESSIBILITY

While requests for special accommodations should have been made in advance of the conference, those with accessibility concerns or questions, or those who require assistance or need accommodations are encouraged to visit the NASPA Headquarters in the Convention Center (Level 4 North Lobby).

ALERT TEXT MESSAGING SERVICE

Sign up to receive text message updates daily during the conference. *This service is generously sponsored by Rave Wireless.*

BUSINESS CENTER

A FedEx Kinkos – offering a range of services such as copying and shipping – is located on Level 1 of the Convention Center. Additionally, a business center is located on the second floor of the Sheraton hotel, offering a full range of services including, but not limited to, copying, fax services, and shipping.

CELL PHONES AND PAGERS

As a courtesy to presenters, speakers, and attendees, please place cell phones and pagers on a silent mode during all conference sessions and meetings. Please leave rooms in which sessions or meetings are taking place when answering calls.

CONFERENCE EVALUATION

A conference evaluation will be e-mailed to all registered participants following the 2009 NASPA Annual Conference. In an effort to maintain a sustainable conference experience, NASPA is not collecting any paper evaluations. Individual presenters may invite attendees to evaluate their particular session.

CONFERENCE HANDOUTS

In support of NASPA's commitment to a sustainable environment, NASPA has requested that program presenters not bring paper handouts for their sessions. Program presenters will have an opportunity to upload their presentations to the NASPA website. Please bring recycled notepaper to take notes, and know that you will be able to download presentations after the conference.

CONFERENCE MASSAGE STATIONS

Have you been hard at work preparing to do a presentation, interviewing during The Placement Exchange, or networking with colleagues? If you answered "yes" to any of the above, plan to stop by the Exhibit Hall and take advantage of the massage therapists who will be on hand to help you relax. *Massage Stations generously sponsored by Capstone Development Corp.*

CONTINUING EDUCATION CREDITS

Continuing Education (CE) credits toward certification or re-certification for counselors are available through NASPA, which is approved to award CEs by the National Board of Certified Counselors (NBCC). Forms can be obtained at on-site registration in the Convention Center.

CORPORATE PRESENTATIONS

Within the program book, you will notice a few programs labeled as "Corporate Presentations." These are educational program sessions provided by corporate sponsors of the 2009 NASPA Annual Conference. NASPA seeks support from corporations that are aligned with the association's mission, values, and goals. NASPA does not endorse the products or services of any of its corporate sponsors, but provides opportunities for members to interact with these partners as set forth in our educational mission.

CYBER CAFÉ

The Cyber Café will provide an opportunity for attendees to check e-mail or browse the Internet while at the conference. The Café's two primary locations and their hours of operation are as follows:

SkyBridge Lounge
Convention Center, 4D SkyBridge
Saturday – Tuesday, 7:00 a.m. – 7:00 p.m.
Wednesday, 7:00 a.m. – 10:00 a.m.

Exhibit Hall
Convention Center, 4E
Sunday, 2:00 p.m. – 5:00 p.m. and 7:00 p.m. – 9:00 p.m.
Monday – Tuesday, 9:00 a.m. – 3:00 p.m.

The Cyber Café is generously sponsored by Chartwells Higher Education Dining Services and AllOne Health.

EXHIBIT HALL

Convention Center, 4E
Included within the Exhibit Hall will be the NASPA Foundation Silent Auction, Cyber Café, Poster Sessions, and a disabilities display, as well as opportunities to have a complimentary massage and grab a bite to eat.

Make plans to visit the Exhibit Hall to see the exciting vendor displays, and be sure to participate in the Exhibitor Passport Raffle for the chance to win great prizes. For a listing of exhibitors, please see page 110.

EXHIBIT HALL SCHEDULE

Sunday	2:00 p.m. – 5:00 p.m. (Reception for SSAOs and International Attendees – 4:00 p.m.)
Monday	7:00 p.m. – 9:00 p.m. (Raffle Drawings)
Tuesday	9:00 a.m. – 3:00 p.m. 10:15 a.m. – 10:45 a.m. (Break and Raffle Drawings)
	9:00 a.m. – 3:00 p.m. 1:15 p.m. – 1:45 p.m. (Break and Raffle Drawings)

FAMILY FRIENDLY ROOM

Convention Center, 416 (Next to NASPA Headquarters)
The Conference Planning Committee acknowledges that many attendees travel with family when attending the conference. A private room has been set aside in the Convention Center to allow parents to care for small children without having to return to their hotel room.



GENDER NEUTRAL RESTROOMS

Gender neutral restrooms are available in both the Convention Center (*Level 4*) and the Sheraton hotel. Please see signs for specific locations.

HOSPITALITY

Hospitality is available to assist attendees with information regarding transportation, dining, tours, shopping, attractions, events, places of worship, emergency health care, and much more.

HOSPITALITY HOURS

Convention Center, Level 4 North Lobby

Saturday **8:00 a.m. – 6:00 p.m.**
Sunday **8:00 a.m. – 5:00 p.m.**

Convention Center, Level 6 East Lobby

Monday **8:00 a.m. – 6:00 p.m.**
Tuesday **8:00 a.m. – 6:00 p.m.**

HOTEL CONTACT NUMBERS

Crowne Plaza Seattle	206-464-1980
Fairmont Olympic Hotel	206-621-1700
Grand Hyatt Seattle	206-774-1234
Hilton Seattle	206-624-0500
Homewood Suites	206-682-8282
Red Lion Hotel	206-971-8000
Sheraton Seattle Hotel	206-621-9000
Westin Seattle	206-728-1000

LOST AND FOUND

Lost and found articles should be turned in to the Hospitality table in the Convention Center. Articles not claimed by closing time each day will be transferred to NASPA Headquarters in the Convention Center (*Level 4 North Lobby*). Articles not claimed by the end of the conference will be shipped back to the NASPA office in Washington, D.C., and held for approximately 30 days.

NAME BADGES

Admission to all activities requires a conference badge. Any person without a name badge may be excluded from conference programs and events. Lost or damaged name badges can only be replaced at the registration desk, located in the *Level 4 North Lobby* of the Convention Center.

NASPA BOOKSTORE

Convention Center, Level 6

NASPA publications range in content from scholarly research to timely articles on the most pressing issues in student affairs. The association publishes books, journals, magazines, newsletters, and other interactive learning tools. Visit the NASPA Bookstore on *Level 6* of the Convention Center to take advantage of on-site conference discounts and peruse the books debuting at the 2009 NASPA Annual Conference. Participants can even have their new publications signed by authors at the book signings scheduled for Monday and Tuesday. For more information on book signings, see page 12.

NASPA HEADQUARTERS

Convention Center, Level 4 North Lobby

NASPA Headquarters serves as a general resource for conference-related issues including schedule changes, accommodations for persons with special needs, and lost and found.

NASPA TV

NASPA has partnered with WebsEdge, a UK-based TV production company, to produce daily news documentaries on higher education issues being raised at this year's conference. The NAPSA TV crew will be filming around the Washington State Convention Center. Look for key interviews and documentaries on the latest student affairs developments. You can watch each day's program on NASPA TV plasma screens around the conference, from the comfort of your hotel room, and also after the close of the conference on a specially created web TV channel.

PRESENTER READY ROOM

Convention Center, 301

A "ready room" will be available during the following hours for presenters to prepare and test the A/V portion of their presentation: 8:00 a.m. – 5:00 p.m., Saturday – Tuesday and 7:30 – 10:00 a.m. on Wednesday.

PROFESSIONAL DEVELOPMENT CURRICULUM

As part of the NASPA Professional Standards Division's continuing efforts to assist in making professional development experiences more intentional and purposeful, all of NASPA's professional development programs utilize NASPA's Professional Development Curriculum Matrix. The matrix is designed to visually assist attendees in shaping their professional development experience.

Program descriptions indicate which cells apply to the session in order to better assist attendees in focusing their learning on one or more of the six areas during the conference.

	Values, history, and philosophy of the profession		Student characteristics, development, and learning		Assessment and research practices
	Leadership, administration, and management		Culture, diversity environment, and organization development		Law, governance, and policy

PROFESSIONAL DEVELOPMENT NETWORKING FUN

All registered participants will receive a button with one of the professional development curriculum icons as well as a card describing the icons and places to write the names and contact information for five additional participants who have a button with the corresponding icon. Complete the card, bring it to the NASPA booth (during staffed hours) on *Level 6* of the convention center, and enter to win an iPod Touch!



PROGRAM CHANGES & UPDATES

Convention Center, Level 4 North Lobby (NASPA Headquarters)
Changes and updates should be submitted to the NASPA Headquarters between the hours of 7:30 a.m. – 4:00 p.m. Saturday, March 7 – Tuesday, March 10. Updated information will be sent via text message to those who sign up for the Alert Text Messaging Service, and made available on plasma screens throughout the Convention Center. *The plasma screens used for updates have been generously sponsored by Aetna Student Health, ASI Campus Laundry Solutions, and Lifetopia, Corp.*

REGISTRATION

Convention Center, Level 4 North SkyBridge

All individuals must check in to receive their name badge and conference materials. Name badges are required to attend all conference programs and events. If you pre-registered for the conference and do not have a balance due, you should check in on the pre-registered side. If you are registering for the first time or need to pay any balance due or renew your membership, please check in at on-site registration.

REGISTRATION HOURS

Saturday	8:00 a.m. – 5:00 p.m.
Sunday	8:00 a.m. – 5:00 p.m.
Monday	7:30 a.m. – 4:00 p.m.
Tuesday	7:30 a.m. – 12:00 p.m.

SERVICE PROJECT –

TREEHOUSE DONATION DRIVE

Convention Center, Level 4 North Lobby (Near Registration)
NASPA is honored to support Treehouse, a Seattle-based organization that works with foster youth. Focused on six core programs – Tutoring, Educational Advocacy, Coaching-to-College, Little Wishes, Summer Camp, and the Wearhouse – Treehouse gives foster children a real childhood, as well as hope for the future.

Donations of school supplies or clothing for ages 5-18, suitable for any season of the year, are especially helpful. To view a wish list or learn more about Treehouse, please visit www.treehouseforkids.org.

Drop off your donation on Level 4 of the Convention Center, near Conference Registration, Saturday - Tuesday.

THE PLACEMENT EXCHANGE PROGRAM SESSIONS

Throughout the program book, you will see The Placement Exchange logo near educational sessions that pertain to career and job searching in the student affairs profession. The Placement Exchange committee selected these educational sessions in order to help participants manage careers, as well as the placement process. Look for the icon to help make selections if you are interested in expanding your knowledge about the next steps in your career!



SKYBRIDGE LOUNGE

Convention Center, Level 4 North

The SkyBridge Lounge is designed to be a central gathering place to connect with friends and network with colleagues, nourish new partnerships, or simply relax. The lounge is located adjacent to registration and the exhibit hall on Level 4 of the Convention Center. The SkyBridge Lounge also houses a small bank of computers that will serve as an additional Cyber Café. *The SkyBridge Lounge is generously sponsored by Transformations Furniture.*

SMOKING

The Washington State Convention Center and all contracted hotels are smoke-free environments. Smoking is permitted in designated areas only.

"TELL ME ABOUT NASPA" RIBBONS

First-time attendees, undergraduate and graduate students, and those new to the student affairs profession will be given a ribbon reading, "Tell Me About NASPA." Current and past NASPA leaders and conference veterans are encouraged to reach out to these attendees and "tell them about NASPA."

VOLUNTEERS

Volunteers are critical to the success of the conference and are needed to help with registration, hospitality, programs, and a variety of other services. Conference volunteers will be easily identifiable by T-shirts or buttons marked "volunteer." Please feel free to approach them for information.

Volunteering at the NASPA Annual Conference provides an opportunity to network, spend time with colleagues, and make the most of the NASPA conference experience. Volunteering is simple and can be adjusted to fit your conference schedule.

Schedule-at-a-Glance

Saturday, March 7, 2009

7:00 a.m. – 9:00 p.m.	SkyBridge Lounge / Cyber Café Open
8:00 a.m. – 5:00 p.m.	Conference Registration
9:00 a.m. – 4:00 p.m.	Pre-conference Workshops (Full Day)
9:00 a.m. – 12:00 p.m.	Pre-conference Workshops (Half Day)
1:00 p.m. – 4:00 p.m.	Pre-conference Workshops (Half Day)
4:00 p.m. – 7:00 p.m.	International Symposium Keynote and Reception

*NOTE: *Daylight Savings Time begins at 2:00 a.m. Sunday, March 8. Please be sure to set your clocks forward one hour before going to bed.*

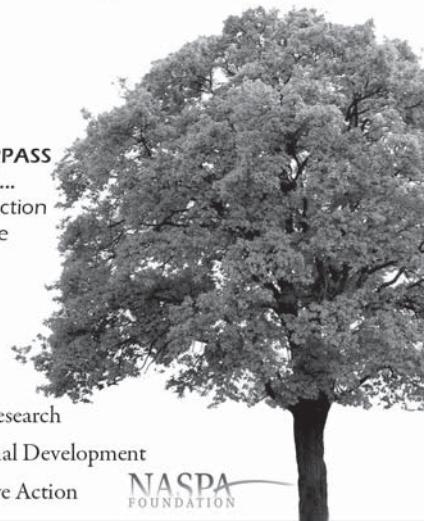
Sunday, March 8, 2009

7:00 a.m. – 7:00 p.m.	SkyBridge Lounge / Cyber Café Open
8:00 a.m. – 5:00 p.m.	Conference Registration
9:00 a.m. – 4:00 p.m.	Pre-conference Workshops (Full Day)
9:00 a.m. – 12:00 p.m.	Pre-conference Workshops (Half Day)
9:00 a.m. – 10:30 a.m.	JASPA Mass
1:00 p.m. – 4:00 p.m.	Pre-conference Workshops (Half Day)
1:00 p.m. – 3:00 p.m.	Regional Advisory Board meetings
2:00 p.m. – 5:00 p.m.	Exhibit Hall / Cyber Café Open
3:00 p.m. – 4:00 p.m.	Conference Connections
4:00 p.m. – 5:00 p.m.	Reception for International Attendees and SSAOs
5:00 p.m. – 7:00 p.m.	Opening Session and Keynote Speaker: Bertice Berry
7:00 p.m. – 9:00 p.m.	Opening Reception
7:00 p.m. – 9:00 p.m.	Exhibit Hall Open

The Campaign for NASPA

♦ *Endowing the Future of Our Profession*

You can still help us **SURPASS** our **\$1 million goal...**
Donate at the Silent Auction tables located in the Exhibit Hall.



- Developing Useful Research
- Enhancing Professional Development
- Taking Transformative Action

NASPA
FOUNDATION

Monday, March 9, 2009

7:00 a.m. – 7:00 p.m.	SkyBridge Lounge / Cyber Café Open
7:30 a.m. – 4:00 p.m.	Conference Registration
7:30 a.m. – 8:30 a.m.	Roundtable Sessions
9:00 a.m. – 3:00 p.m.	Exhibit Hall Open / Cyber Café Open
9:00 a.m. – 3:00 p.m.	Poster Sessions
9:00 a.m. – 12:00 p.m.	Mini-Institutes
9:00 a.m. – 10:15 a.m.	Program Sessions
10:15 a.m. – 10:45 a.m.	Exhibit Hall Refreshment Break
10:45 a.m. – 12:00 p.m.	Program Sessions
10:45 a.m. – 12:00 p.m.	Featured Speaker: Kip Fulbeck
12:00 p.m. – 1:00 p.m.	Past Presidents' Luncheon
12:15 p.m. – 1:30 p.m.	Program Sessions
1:45 p.m. – 4:45 p.m.	Mini-Institutes
1:45 p.m. – 3:00 p.m.	Program Sessions
1:45 p.m. – 3:00 p.m.	Featured Session: "Telling"
3:30 p.m. – 4:45 p.m.	Program Sessions
5:00 p.m. – 6:00 p.m.	NASPA Regional Business Meetings
6:30 p.m. – 8:30 p.m.	NASPA Foundation Reception (<i>Invitation Only</i>)
7:00 p.m. – 11:00 p.m.	Institutional Receptions
7:00 p.m. – 9:00 p.m.	NASPA Communities Gala
7:00 p.m. – 9:00 p.m.	Graduate Preparation Programs Fair
9:00 p.m. – 11:00 p.m.	NASPA Regional Receptions

Tuesday, March 10, 2009

7:00 a.m. – 7:00 p.m.	SkyBridge Lounge / Cyber Café Open
7:30 a.m. – 12:00 p.m.	Conference Registration
7:30 a.m. – 8:45 a.m.	Law and Public Policy Breakfast Briefing
7:30 a.m. – 8:30 a.m.	Roundtable Sessions
9:00 a.m. – 3:00 p.m.	Exhibit Hall / Cyber Café Open
9:00 a.m. – 12:00 p.m.	Mini-Institutes
9:00 a.m. – 11:45 a.m.	Poster Sessions
9:00 a.m. – 10:15 a.m.	Program Sessions
10:30 a.m. – 11:45 a.m.	Program Sessions
10:30 a.m. – 11:45 a.m.	Featured Speaker: Paul Loeb
12:00 p.m. – 1:30 p.m.	NASPA Awards Luncheon
12:00 p.m. – 1:15 p.m.	Program Sessions
1:15 p.m. – 1:45 p.m.	Exhibit Hall Refreshment Break
1:45 p.m. – 4:45 p.m.	Mini-Institutes
1:45 p.m. – 3:00 p.m.	Program Sessions
1:45 p.m. – 3:00 p.m.	Featured Session: Presidential Panel
3:15 p.m. – 4:30 p.m.	Program Sessions
4:30 p.m. – 5:30 p.m.	NASPA Annual Business Meeting
7:00 p.m. – 11:00 p.m.	Institutional Receptions
9:00 p.m. – 1:00 a.m.	NASPA Talent Show and Dance Party

Wednesday, March 11, 2009

7:00 a.m. – 10:00 a.m.	SkyBridge Lounge / Cyber Café Open
8:30 a.m. – 9:45 a.m.	Program Sessions
10:00 a.m. – 11:30 a.m.	Closing Session and Keynote Speaker: Kaylynn Sullivan TwoTrees

Featured Sessions and Keynote Speakers

Sunday, March 8

5:00 p.m. – 7:00 p.m.



Bertice Berry

Opening Speaker

Bertice Berry, PhD

Ballroom A-C – Convention Center

Sociologist and award-winning lecturer, Bertice Berry, PhD, is one of the most sought-after lecturers in the country. She combines her skills as a sociologist and researcher to make her audiences think and laugh at the same time. She is also a best-selling author of four novels, two humor books, and an inspirational memoir, *I'm On My Way, But Your Foot Is On My Head*. Berry, believing that no one can be fulfilled in doing only one thing, also combines her love of art and her spirit for community activism into an art gallery she co-owns. All proceeds from the gallery go to families in need. Her newest book, *The Ties That Bind*, is a remarkable story of abolition, freedom, and redemption.

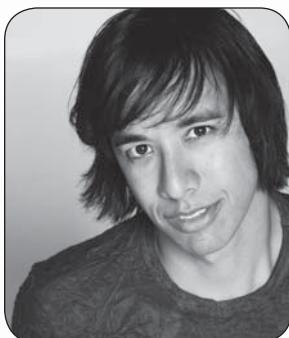
Berry is most proud of becoming an instant mother to her five adopted children. "They really are my blessing in disguise," Berry says, "I'm just waiting for them to take the costumes off." You'll laugh, you'll feel, you'll be inspired, and one thing is for certain – you'll leave much differently than you came.

For more information, please visit www.berticeberry.com

This featured session is generously sponsored by Sodexo Education.

Monday, March 9

10:45 a.m. – 12:00 p.m.



Kip Fulbeck

Kip Fulbeck

Convention Center, 6A-B

One of the seminal artists exploring multiracial identity, Kip Fulbeck captivates audiences with his videos, performances, and writings. With his book *Part Asian, 100% Hapa*,* Fulbeck's words and artwork have received a landslide of attention from media as diverse as MTV and CNN. On stage, his uniquely personal monologues and multimedia shows combine stand-up comedy with a powerful and politically charged edge, leading audiences to honestly consider, *Who Am I?*

Using his own Cantonese, English, Irish, and Welsh background as a springboard, Fulbeck confronts media imagery of Asian men, interracial dating patterns, and icons of race and sex in the United States, constantly questioning where hapas "fit in" in a country that ignores multiraciality. His work invites and inspires viewers to explore how one's ethnic stereotypes and opinions on interracial dating, gender roles, and personal identity are formed.

A professor and chair of art and an affiliate faculty member of Asian American Studies and Film Studies at the University of California, Santa Barbara, Fulbeck has performed and exhibited in more than 20 countries and throughout the United States, including the Museum of Modern Art, the Singapore International Film Festival, the World Wide Video Festival, PBS, and the Whitney Museum of American Art Biennial. He has twice keynoted at the National Conference on Race in Higher Education to standing ovations, directed 13 independent videos, and authored critically acclaimed books featuring portraits of multiracial individuals of Asian/Pacific Islander descent.

* *Hapa* is a term used to describe multi-racial individuals with Asian/Pacific Islander roots. It is derived from the Hawaiian phrase "hapa haole."

For more information, please visit www.seaweedproductions.com

Monday, March 9

1:45 p.m. – 3:00 p.m.



"Telling"

Convention Center, 6A-B

A co-creation of the University of Oregon's Veterans and Family Student Association and Jonathan Wei, "Telling" is a piece of witness theater developed from interviews conducted with 22 veterans and military family members in Eugene, Oregon, concerning their experience with the military and transitioning back into civilian life. The resulting play features 11 veterans and family members who share their own stories, as well as those of the others.

For more information, please visit www.uoregon.edu/~vfsl/telling/project.htm

Tuesday, March 10

10:30 a.m. – 11:45 a.m.



Paul Loeb

Paul Loeb

Convention Center, 6A-B

Paul Loeb has spent 35 years researching and writing about citizen responsibility and empowerment — asking what makes some people choose lives of social commitment, while others abstain. His latest book, *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear*, was named the #3 political book of fall 2004 by the History Channel and American Book Association and winner of the Nautilus Award for best social change book. He's also the author of *Soul of a Citizen: Living with Conviction in a Cynical Time*, *Generation at the Crossroads: Apathy & Action on the American Campus*, *Nuclear Culture*, and *Hope in Hard Times*. An affiliate scholar at Seattle's Center for Ethical Leadership, Loeb is a regular contributor to national media, has lectured at more than 400 colleges throughout the country, and presented at numerous national and international conferences. His 2002 talk to the American Association of State Colleges and Universities inspired the creation of the 200-campus American Democracy Project, and his books are being used at hundreds of campuses to inspire student engagement.

Alice Walker, African American novelist and author of *The Color Purple*, writes, "The voices Loeb finds demonstrate that courage can be another name for love." Habitat for Humanity founder, Millard Fuller, concludes, "Paul Loeb brings hope for a better world in a time when we so urgently need it." And Bill Moyers says of *The Impossible Will Take a Little While*, "This book can even make one hopeful about the future despite so many signs to the contrary."

For more information, please visit www.paulloeb.org.

This featured session is generously sponsored by Life Advantages.

Tuesday, March 10

1:45 p.m. – 3:00 p.m. • Convention Center, 6A-B

Presidential Panel

"A View from the Top: It's Not Business as Usual Anymore"

Moderator: Dennis Black, University at Buffalo

Hear from four presidents on how the "business" of higher education has dramatically changed and requires colleges and universities to seek out, cultivate, and sustain partnerships from a variety of "new" sources. Each will share personal experiences with building partnerships, the benefits gained, and how student affairs professionals can aid in the process.



Fr. Robert Spitzer, SJ, PhD

Gonzaga University

www.gonzaga.edu

President of Gonzaga University since 1988, Robert J. Spitzer, SJ, PhD, is also an author, speaker, teacher, and participant in community affairs. His fresh and innovative approach stems from his diverse areas of interest: public accounting, finance, theology, physics, metaphysics, ethics, and, of course, Gonzaga. With his previous experience as a professor of business ethics and director of the Institute of Professional Ethics at Seattle University, he has worked in an advisory role with over 300 companies and averages 130 major business and public presentations per year to diverse groups, including former British Prime Minister Tony Blair's cabinet, officials of the Russian Orthodox Church, leaders of both sides of the Northern Ireland conflict, and members of the current leadership in Costa Rica.

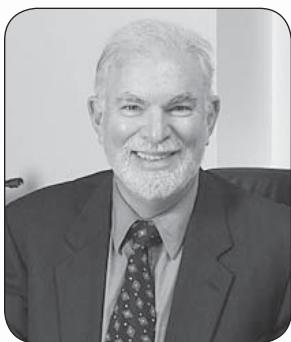


Mildred W. Ollée, EdD

Seattle Central Community College

www.seattlecentral.edu

The first woman to serve as president of Seattle Central Community College, Mildred W. Ollée, EdD, began her career in higher education 35 years ago as a faculty member at Walla Walla Community College. In 1970, she became a counselor at Seattle Central and rose to the position of vice president of student services, a job she held from 1987 to 1995. She is an educator and administrator with experience at colleges throughout the Pacific Northwest. In 1995, she became president of Portland Community College's Cascade Campus. At Cascade, Ollée led a diverse urban college that served more than 18,000 students annually, as well as three Workforce Training Centers that served an additional 16,000 people. She managed a total budget of \$38.2 million and was involved in an \$82 million capital project for the Portland Community College system. Known for her active community involvement and engagement in collaborative projects, Ollée established successful relationships with local, state, and national agencies that led to increased financial support for the college and awards for excellence in workforce development programs.



Paul Zingg, PhD
California State University, Chico
www.csuchico.edu

Paul Zingg, PhD, is President of California State University, Chico. Prior to being named President at CSU Chico, Zingg held leadership positions at multiple institutions in California and Pennsylvania, holding professorships in history at all the institutions at which he served. Zingg has published 12 books and nearly 100 articles on American higher education, student learning, educational leadership, sports history, and intercollegiate athletics. He has also acted as a sports history consultant to several presses, the media, museum curators, and on Ken Burns' acclaimed television documentary series, "Baseball." Zingg was appointed a Fellow of the American Council on Education (ACE) in 1983-1984, has received support for his research from the National Endowment for the Humanities, and has served on several national boards and commissions for higher education, including leadership roles with the Western Association of Schools and Colleges (WASC), the American Association of State Colleges and Universities (AASCU), and ACE.



Cassandra Manuelito-Kervliet, PhD
Antioch University Seattle
www.antiochsea.edu

Chosen as president for Antioch University Seattle in July 2007, Cassandra Manuelito-Kervliet, PhD, is the first Native American woman to ascend to the presidency of an accredited university outside of the tribal college system. Prior to her appointment in Seattle, Manuelito-Kervliet served as president of Diné College, the first tribally controlled community college, located in Tsaiile, Arizona. While there, she successfully negotiated a 242 percent increase in tribal appropriations for the college with the Navajo Nation. She founded and directed the Indian Education Office at Oregon State University and worked in various student services and counseling positions at Oregon State University, the University of Oregon, the University of New Mexico, and the University of Wyoming. Manuelito-Kervliet is the great-great-granddaughter of Navajo Chief Manuelito. She has served on the Biological Sciences Advisory Board for the National Science Foundation and as a consultant for the American Indian Higher Education Consortium and the Alliance for Equity in Higher Education's initiative to train future administrators through the Kellogg Minority-Serving Institution's Leadership Fellows Program.

This featured session is generously sponsored by Center for Student Studies (CSS).

Wednesday, March 11

10:00 a.m. – 11:30 a.m.



**Kaylynn Sullivan
TwoTrees**

Kaylynn Sullivan TwoTrees

Convention Center, 6E

Kaylynn Sullivan TwoTrees, a guide and cartographer who lives and works at the intersections of cultures, species, ideas, beliefs, and the unknown, will share her practice of *Living in Relationship*. While problems or issues are often the initiating point for collaboration, our relationships are often assessed by whether or not they support or diminish solutions. TwoTrees' practice of *Living in Relationship* provides a simple yet flexible structure for looking at relationships and understanding how the impetus for action can come from the renewable energy of our relationships.

The author of several books, including *Somebody Always Singing You*, TwoTrees also held positions as a scholar-in-residence and associate in academic affairs for faculty development at the Cleveland Institute of Art, and as a scholar-in-residence in the schools of fine arts and business at Miami University (Ohio).

For more information, please visit www.ktwotrees.com.

This featured session is generously sponsored by Educational Benchmarking Inc.

2009 NASPA Awards Recipients

NASPA Awards Luncheon • Tuesday, March 10, 12:00 – 1:30 p.m. • Sheraton, Metropolitan Ballroom
The Awards Luncheon is generously sponsored by Sprint.

Awards

MELVENE D. HARDEE DISSERTATION-OF-THE-YEAR AWARD



Stephen John Quaye
Assistant Professor, College
Student Personnel Program,
University of Maryland,
College Park

Dissertation: "Pedagogy and
Racialized Ways of Knowing:
Students and Faculty
Engage Racial Realities in
Postsecondary Classrooms"

Shaun Harper, University of Pennsylvania,
Dissertation Chair

Dissertation-of-the-Year session presented
by award recipient Tuesday, March 10, at
1:45 p.m. (Sheraton, Diamond).



2009 Runner-Up:
John P. Dugan
Assistant Professor, Higher
Education, Loyola University
Chicago

Dissertation: "Group
Involvement Experiences
in College: Identifying a
Thematic Taxonomy"

Susan Komives, University of Maryland, College
Park, Dissertation Chair

MID-LEVEL STUDENT AFFAIRS PROFESSIONAL AWARD



Christine Quemuel
Director, Women's Center,
University of Hawai'i at
Manoa

Quemuel has been director of the Women's Center at the University of Hawai'i at Manoa since 2000. In this role she has secured over \$1.4 million in grants for the university to address violence against women on campus. Quemuel has a proven record of developing community relationships to provide service to her students, including serving as an active member for ten years on the Hawai'i Coalition Against Sexual Assault, a partnership between sexual assault service providers, law enforcement, and community agencies. She has also served the profession through active participation in over 68 local, regional, and national conferences and trainings as both presenter and speaker.

PRESIDENT'S AWARD



Donald DeRosa
President, University of the
Pacific

In fourteen years at the University of the Pacific, President DeRosa has demonstrated insightful stewardship, innovative planning, and strong commitment to the education of the whole student. He has invested in liberal arts programs and professional and postgraduate programs with an emphasis on building academic quality and distinctiveness. Under President DeRosa's leadership, targeted admission growth has occurred, both in quality and number; retention has improved; and the university's endowment has reached an all-time high. The infrastructure of the university has been rebuilt and enhanced, with more than \$165 million invested in educational facilities, technology, and the learning environment.

OUTSTANDING CONTRIBUTION TO LITERATURE AND/OR RESEARCH AWARD



Vasti Torres
Associate Professor, Indiana
University

Torres is an associate professor of higher education and student affairs at Indiana University. She is a scholar-practitioner whose scholarship centers on factors contributing to student success in college, particularly as it relates to underrepresented student populations, identity development of students, and applications of qualitative research methods in higher education. Torres has produced over twenty journal articles, two books, and a number of book chapters. Her pioneering research on Latino/a students has impacted the ways in which student affairs educators think about the experiences of Latino/a students in higher education.

ROBERT H. SHAFFER AWARD FOR ACADEMIC EXCELLENCE AS A GRADUATE FACULTY MEMBER



Raechele Pope
Associate Professor,
University at Buffalo,
The State University of
New York

With close to thirty years of experience in college student affairs, Pope has worked at several institutions in a variety of functional areas, including academic advising, residential life, and diversity education and training. She has also served as a consultant and provided expertise on the American college student, college student development, multicultural interventions, multicultural competence, and multicultural organization development to both higher education and corporate clients. Pope's primary teaching and research interests and publications are focused on college student development and the creation of multicultural campus environments. She is the co-author of the Jossey-Bass bestseller *Multicultural Competence in Student Affairs*. In addition, she has refereed journal articles and published book chapters on a variety of issues including: multicultural organization development, multicultural competence, multiracial college students, and psychosocial development of students of color.

FRED TURNER AWARD FOR OUTSTANDING SERVICE TO NASPA



Renee Barnett Terry
Dean of Student Affairs,
University of California,
San Diego, Revelle College

Barnett Terry has worked as dean of student affairs at Revelle College, UC San Diego since September 1993. She has served on the national board of NASPA in numerous leadership roles including as 2002 NASPA Annual Conference Chair and Region VI Vice President. In March 2008, the NASPA Foundation recognized her as a "Pillar of the Profession" for her contributions to the field. Barnett Terry has mentored and inspired many undergraduates to consider a career in student affairs, just as she was mentored as an undergraduate, and serves as the adviser to the Careers in Student Affairs Club, which she worked to create with NASPA Undergraduate Fellows Program (NUFP) participants at the University of California, San Diego.



SCOTT GOODNIGHT AWARD FOR OUTSTANDING PERFORMANCE AS A DEAN*

*Dean refers to any title that denotes the lead student affairs officer on campus.



Zenobia L. Hikes
Vice President for Student Affairs, Virginia Tech (posthumous)

Hikes' impressive career in student affairs spanned 26 years and included senior-level positions as vice president for student

affairs and dean of students at Spelman College and vice president for student affairs at Virginia Tech. Her innovative programs at many institutions included the Outstanding Seniors Award at LSU-Shreveport, the Youth Development Conference, the Women's Health Initiative, and Women of Excellence Series at Spelman, and Safewatch at Virginia Tech. Hikes' leadership extended through the university to the community. She modeled continuous leadership development through a Fulbright in Japan (2007), the Oxford Round Table (2004), the Harvard Institute for Educational Management (2003), NASPA's Alice Manicur Symposium (1996), and the Bryn Mawr HERs program (1993). As the closing speaker for the 2008 NASPA Annual Conference, Hikes further extended her leadership, leaving her legacy with NASPA in the form of the Enough is Enough campaign.

OUTSTANDING CONTRIBUTION TO HIGHER EDUCATION



Senator Edward M. Kennedy (D-MA)
U.S. Senate

For over 40 years, Sen. Kennedy has been a champion of education in the U.S. Congress. As chair of the Health, Education, Labor and Pensions Committee in

the U.S. Senate, Sen. Kennedy has been at the forefront of ensuring that all Americans have access to a quality public education, from pre-K to higher education. His distinguished record in support of higher education includes passing emergency funding in 2005 to assist schools impacted by Hurricane Katrina; co-sponsoring legislation in 2004 that reauthorized the Individuals with Disabilities Education Act (IDEA), which provides special education services to more than 6 million students; and establishing the Direct Lending program in 1993, which reduced the cost of federal student loans for students and their families.

NEW PROFESSIONAL AWARD RECIPIENTS

Each NASPA region recognizes one outstanding new professional with this honor. The Spelman & Johnson Group recognizes these seven award recipients by providing complimentary registration to this year's Annual Conference.

Region I: Shawn McQuillan,
Bryant University

Region II: Brian L. McGowan, *Rutgers, The State University of New Jersey*

Region III: Adriana Alicea-Rodriguez, *The University of Texas at San Antonio*

Region IV-East: Sara M. O'Shea, *Bradley University*

Region IV-West: Monica Holland, *University of Arkansas*

Region V: Jacob Murdock, *University of Nevada, Las Vegas*

Region VI: Cecilia Santiago, *California State Polytechnic University-Pomona*

NASPA EXCELLENCE AWARDS

Through its Excellence Awards, NASPA recognizes the contributions of members who are transforming higher education through outstanding programs, innovative services, and effective administration. Programs selected for recognition in each category receive one of three designations: Gold, Silver, or Bronze. Gold recipients from each category are further judged for the designations of Grand Gold, Grand Silver, and Grand Bronze. For more information on gold recipients in each category, please see the poster session descriptions on page 35.

GRAND GOLD MEDAL AWARD WINNER

The STEPS Alcohol Screening and Brief Intervention Program

University of Albany, The State University of New York
Submitted by M. Dolores Cimini

GRAND SILVER MEDAL AWARD WINNER

The Individual Learning Plan

Sinclair Community College
Submitted by Pat Schlaerth

GRAND BRONZE MEDAL AWARD WINNER

NYU's Hip-Hop and Pedagogy Initiative

New York University
Submitted by Richard Chavolla & Marcella Runell Hall

Special Events & Conference Highlights

BOOK SIGNINGS

Marilyn J. Amey and Lori M. Reesor, editors of *Beginning Your Journey: A Guide for New Professionals in Student Affairs*
Monday, March 9, 3:00 – 4:00 p.m.
NASPA Bookstore – Convention Center, Level 6

Kenneth J. Osfield, lead author of *Internationalization of Student Affairs and Services: An Emerging Global Perspective*
Tuesday, March 10, 10:00 – 11:00 a.m.
NASPA Bookstore – Convention Center, Level 6

CONFERENCE CONNECTIONS

Sunday, March 8, 3:00 – 4:00 p.m.

Sheraton, Metropolitan (A)

This orientation is a must for all new NASPA members or first-time NASPA Annual Conference attendees – whether new, mid-, or senior-level professionals, faculty, or graduate or undergraduate students. Attendees will have an opportunity to hear from NASPA leadership, learn how to make the most of their conference time, and receive an overview on how to become involved in NASPA. Even if you have attended other professional conferences, this session is indispensable for those wanting to learn the nuances of NASPA.

DISABILITY HISTORY EXHIBIT

Sunday, March 8 – Tuesday, March 10, Exhibit Hall Hours
Convention Center, 4E (Exhibit Hall)

The DisAbility Concerns Knowledge Community, with support from Region V, is proud to showcase a disability history exhibit that chronicles 3,500 years of seldom-told history. From antiquity to the present, the exhibit brings viewers through an illustrated timeline that shows society's attitudes and how they affect the lives of people with disabilities.

DOCTORAL STUDENT SEMINAR

Sunday, March 8, 9:00 a.m. – 3:00 p.m.

Hyatt, Menzies Suite

Pre-registration is required.

Everyone involved in doctoral study experiences many transitions as they proceed through their degree program. Transitions may be related to work, family, identity, role, and other aspects of one's life, and may be viewed differently as one moves through the phases of doctoral study. Doctoral students (part-time and full-time) and faculty will engage in dialogue, activities, and strategy generation that will assist participants in meeting their doctoral student goals. The seminar is structured with enough flexibility to assure that individual interests and needs are addressed, including offering time to network with faculty and doctoral student peers. Special discussion topics related to students of color and women in doctoral programs will be facilitated. Networking opportunities, mentoring, and support groups will be organized for interested participants. Topics covered will include:

- How do I prepare for the dissertation writing process?
- How do I prepare for the administrative and faculty job markets?
- How do I prepare for life after the EdD/PhD?
- Which factors are associated with my success (or failure) in graduate school?
- What strategies are available to resolve difficult issues with my committee?
- How can I avoid becoming an ABD?

FACULTY FORUM: FACULTY ROLES AND RELATIONSHIPS WITHIN NASPA

Monday, March 9, 1:45 – 4:45 p.m.

Convention Center, 605

The NASPA Faculty Fellows, in their role as the primary voice for faculty members within the association, will facilitate a discussion of several key questions designed to provide clarity about how NASPA can better serve the needs and interests of faculty. They include: What are the benefits of faculty membership in NASPA? What expectations do faculty members have of NASPA? How should faculty be represented on the NASPA Board of Directors? On the editorial board of the *NASPA Journal of Student Affairs Research and Practice*? Should NASPA faculty members have their own knowledge community? What can the Faculty Fellows do to better support the faculty membership of NASPA? Participants will have the opportunity to share thoughts and observations to guide the evolution of the association regarding the role and voice of its full-time and adjunct faculty members.

GRADUATE PREPARATION PROGRAMS FAIR

Monday, March 9, 7:00 – 9:00 p.m.

Convention Center, 6E (During Communities Gala)

Considering a Master's or PhD? This event will provide attendees an opportunity to talk with faculty and program staff from a wide variety of graduate preparation programs in student affairs.

GRADUATE STUDENTS AND NEW PROFESSIONALS CASE STUDY COMPETITION

Monday, March 9, 8:30 a.m. – 4:30 p.m.

Hyatt, Chinook

Orientation for the Case Study Competition will be Sunday, March 8, 1:00-2:00 p.m. in the Hyatt, Tolmie.

Teams will be given a thought-provoking case study relevant to the field of student affairs, and will present their solutions to a panel of judges. All participants must attend the orientation and must have pre-registered for this program. *The Graduate Students and New Professionals Case Study Competition is generously sponsored by the National Panhellenic Council.*

MEAL WITH A MENTOR

"Meal with a Mentor" gives participants an opportunity to get to know others in the field, seek support and guidance, learn about NASPA, or simply share ideas. Mentors are experienced mid- to senior-level student affairs professionals. Mentees are new professionals, students, and/or new to NASPA. Mentors and mentees are identified prior to the conference and set up their own breakfast, lunch, or dinner meal schedule during the conference. If attendees need a reminder of names and contact information of their mentor or mentee, please stop by the Hospitality table.

NASPA ANNUAL AWARDS LUNCHEON

Tuesday, March 10, 12:00 – 1:30 p.m.

Sheraton, Metropolitan Ballroom

The annual Awards Luncheon is a special opportunity for NASPA to pay tribute to individuals who have distinguished themselves by virtue of their service to, and their accomplishments in, the student affairs profession and NASPA. For information on the awards and honorees, please see page 10. Tickets are required. *This luncheon is generously sponsored by Sprint.*



NASPA ANNUAL BUSINESS MEETING

Tuesday, March 10, 4:30 – 5:30 p.m.

Convention Center, 4C (4)

All NASPA members should plan to attend the annual business meeting.

The tentative meeting agenda covers:

- State of the Association;
- Update of the 2009 conference and plans for the 2010 NASPA Annual Conference in Chicago, Illinois;
- NASPA Foundation update;
- Election results;
- Resolutions from the floor; and
- Presentation of the gavel, and vision and goals of incoming NASPA President Mike Segawa, University of Puget Sound.

NASPA COMMUNITIES GALA

Monday, March 10, 7:00 – 9:00 p.m.

Convention Center, 6E

This festive event consists of informative and interactive tables for NASPA Knowledge Communities, Regions, Divisions, and the Graduate Preparation Programs Fair. Come and learn how to get more involved with NASPA, connect with colleagues and friends, and even leave with a free gift or two!

NASPA FOUNDATION SILENT AUCTION

Convention Center, 4E Exhibit Hall

Sunday, March 8 2:00 p.m. – 5:00 p.m.

7:00 p.m. – 9:00 p.m.

(During Opening Reception)

Monday, March 9 9:00 a.m. – 3:00 p.m.

Tuesday, March 10 9:00 a.m. – 12:00 p.m.

Support the NASPA Foundation and its commitment to funding research and the advancement of knowledge in the student affairs profession. Bid on an exciting array of university items, professional services, travel specials, and much, much more! Join in the fun and support the student affairs profession. Bidding will conclude at 12:00 p.m. on Tuesday. Winning bidders will be contacted by 1:00 p.m., and will be asked to pick up their items between 1:00 – 2:00 p.m. that day at the Exhibit Hall.

OPENING SESSION AND RECEPTION

Sunday, March 8, 5:00 – 7:00 p.m.

Join the Seattle Conference Committee and NASPA leaders as we celebrate the opening of the 2009 NASPA Annual Conference. NASPA President Diana Doyle and Conference Chair Jan Winniford will welcome attendees, and Bertice Berry will provide the opening keynote address. Immediately following the session, you are invited to join us in Convention Center 4F for the opening reception, where you'll have an opportunity to sample the sounds and tastes of Seattle! *This reception is generously sponsored by Outside The Classroom.*

REGIONAL RECEPTIONS

Monday, March 9, 9:00 – 11:00 p.m.

Conference attendees are encouraged to join colleagues from their region at the following receptions, which offer great opportunities for networking or just seeing old friends:

- Region I Sheraton, Aspen
- Region II Sheraton, Willow (A)
- Region III Sheraton, Willow (B)
- Region IV-E Sheraton, Grand Ballroom (A)
- Region IV-W Sheraton, Grand Ballroom (B)
- Region V Sheraton, Grand Ballroom (C)
- Region VI Sheraton, Grand Ballroom (D)

SUSTAINABILITY

The Conference Committee has been intentional about finding ways to integrate sustainability into the conference experience, and requests your consideration of the following while in Seattle:

- Conserve energy in your hotel room by turning off lights, televisions, and air conditioners when you are not in your room.
- In sessions, use both sides of notepads to take notes.
- Recycle newspapers left at your door in the hotel.
- Take public transportation or walk to get around Seattle.
- Recycle paper, bottles, and cans in designated bins throughout the conference center and hotels.
- Conserve water in your hotel room by taking advantage of the towel and linen reuse programs.
- Eat at local establishments known for purchasing organic and locally grown foods.
- If you are presenting, please take time to upload your presentation handouts instead of bringing paper handouts to the conference.

AFTER the Annual Conference, please consider the following efforts at home, at work, and in the community:

- Get green with your pets.
- Garden with native plants.
- Green your household products.
- Turn down heating and air when not at home.
- Choose energy-efficient appliances and light bulbs.
- Carry non-plastic reusable water bottles.
- Walk instead of driving to on-campus meetings.
- Use sleep settings on your computers and televisions.

TALENT SHOW AND DANCE PARTY

NASPA'S GOT TALENT!

Tuesday, March 10, 9:00 – 11:00 p.m. (Talent Show)

11:00 p.m. – 1:00 a.m. (Dance Party)

Hyatt, Leonesa Ballroom

Join your colleagues for this fun and entertaining event. You don't want to miss this "must-see" show! This year, the audience will be able to use an audience response device to cast their vote to help decide the winners. The Talent Show and Dance Party originated during the 2001 NASPA Annual Conference in Seattle, and has become a great way to relax with colleagues on the final night of the conference. After the talent show, put your dancing shoes on and party with the DJ. *The audience response units used during the Talent Show are generously sponsored by Turning Technologies.*

Highlights

From Assessment to Self-Authorship

...important new books at 20% off for NASPA members

NEW FROM

MARCIA BAXTER MAGOLDA

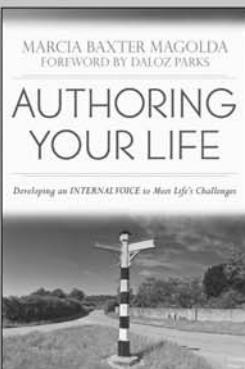
AUTHORING YOUR LIFE

Developing an Internal Voice to Navigate Life's Challenges

Foreword by Sharon Daloz Parks

A self-help guide for adults in their 20s and 30s, and for college students, that also offers guidance for their mentors, and constitutes the most up to date introduction to self-authorship.

Hardback, \$29.95



NEW

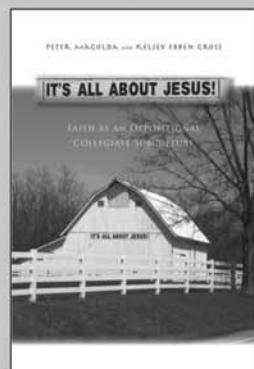
IT'S ALL ABOUT JESUS!

Faith as an Oppositional Collegiate Subculture

Peter Magolda and Kelsey Ebbin Gross

An engrossing ethnography of a collegiate evangelical student organization that aims to enrich understanding of such groups and to spark intellectual discourse about the place of faith-based organizations in the co-curriculum and higher education.

Paper, \$32.50



NEW

BECOMING SOCIALIZED IN STUDENT AFFAIRS ADMINISTRATION

A Guide for New Professionals and Their Supervisors

Ashley Tull, Joan B. Hirt, and Sue Saunders

For senior student affairs officers concerned about developing and retaining new staff.

Paper, \$29.95

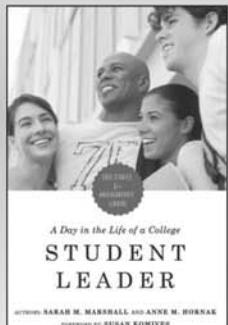
A DAY IN THE LIFE OF A COLLEGE STUDENT LEADER

Case Studies for Undergraduate Leaders

Sarah M. Marshall and Anne M. Hornak

Foreword by Susan R. Komives

Paper, \$24.95



NEW

Demonstrating Student Success

A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs

Marilee J. Bresciani, Megan Moore Gardner, and Jessica Hickmot

"A wonderful resource."
—John Schuh

For student affairs practitioners, a framework for implementing the assessment of student development and learning, taking into account institutional type, culture, and available resources.

Paper, \$27.50

STUDENT CONDUCT PRACTICE

The Complete Guide for Student Affairs Professionals

Edited by James M. Lancaster and Diane M. Waryo

Foreword by Linda Timm

Paper, \$27.50

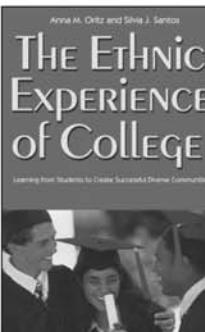
THE COMPLETE GUIDE TO STUDENT CONDUCT FOR STUDENT AFFAIRS PROFESSIONALS

Student Conduct Practice

Edited by James M. Lancaster and Diane M. Waryo

Foreword by Linda Timm

Paper, \$27.50



NEW

ETHNICITY IN COLLEGE

Advancing Theory, and Improving Diversity Practices on Campus

Anna M. Ortiz and Silvia J. Santos

New research that offers insights on how to develop more supportive campuses to achieve a pluralistic culture.

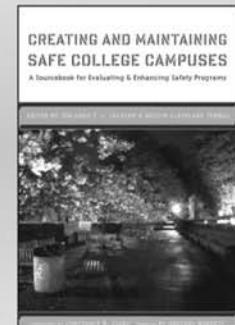
Paper, \$35.00

CREATING AND MAINTAINING SAFE COLLEGE CAMPUSES

A Sourcebook for Enhancing and Evaluating Safety Programs

Edited by Jerlando F. L. Jackson and Melvin Cleveland Terrell

Foreword by Constance B. Clery
Preface by Gregory Roberts



Paper, \$24.95



20% discount on all Stylus titles for NASPA members.
Offer valid through March 31st, 2009, using code NASPA9.

ORDER TOLL FREE: 1-800-232-0223

FAX: 703-661-1501

E-MAIL: StylusMail@PressWarehouse.com

ON THE WEB: www.Styluspub.com

The 2009 Conference Program Committee has coordinated five mini-institutes that will take place on Monday and Tuesday during the NASPA Annual Conference. These mini-institutes will span two educational session time blocks and provide participants with the opportunity to immerse themselves in one of the five themes of the 2009 NASPA Annual Conference. Space in these mini-institutes is limited, so plan to arrive early.

PARTNERSHIPS

Monday, March 9, 9:00 a.m. – 12:00 p.m.

Convention Center, 401

Forging Student Affairs-Faculty Partnerships to Promote a Culture of Learning

Scott H. Moore, *Baylor University*

Frank Shushok, Jr., *Baylor University*

One of the most significant ways to create a culture focused on student learning is to reorganize student life in ways that foster student learning holistically, nurtured through collaborations among faculty, student affairs professionals, and students. This interactive mini-institute will facilitate a conversation about the power of student affairs-faculty partnerships, and provide steps for advancing these collaborations on your campus.

INNOVATE

Monday, March 9, 1:45 – 4:45 p.m.

Convention Center, 4C

Student Learning for a Deliberative Democracy

John Gastil, *University of Washington*

Alex Vasquez, *Wheaton College*

The deliberative democracy movement is a renewed effort to engage citizens in all aspects of civic and political life, with particular emphasis on efforts to make social and political systems inclusive, fair, and accessible. At institutions of higher education, we expect and promote similar principles within campus communities. Students should engage with the community and its members, value and understand the diversity within the community, encourage and contribute to productive dialogue, resolve conflict, and commit to working toward shared solutions that build better communities. If it is the responsibility of institutions of higher education to educate students to be engaged, informed, and participatory citizens, then the work of creating a deliberative democracy on college campuses is some of the most vital work that must be undertaken. In this mini-institute, participants will explore exemplary research and best practices connected to the work of creating a deliberative democracy, identify the current needs of students, and identify and discuss programs that ensure the development of creative and strong programs established with success in mind.

SUSTAINABILITY

Monday, March 9, 1:45 – 4:45 p.m.

Convention Center, 401

Educating Students for the 21st Century

Jean MacGregor, *The Evergreen State College*

Geoffrey Chase, *Association for the Advancement of Sustainability in Higher Education*

Laura F. Majovski, *Pacific Lutheran University*

John Pumilio, *The Evergreen State College*

Lori White, *Southern Methodist University*

According to Donella Meadows, "A sustainable society is one that is far-seeing enough, flexible enough, and wise enough not to undermine either its physical or social systems of support." Many colleges and universities, recognizing they have key roles to play in building a more sustainable future, have launched sustainability initiatives, largely involving campus operations and purchasing. It is less clear how sustainability is being taken up in the student affairs area, apart from facilities, even though students are clearly being drawn to sustainability initiatives. This interactive workshop will offer an overview of sustainability, report on promising faculty and staff development approaches, and provide participants with opportunities to consider how sustainability may inform courses, curricula, and student affairs programming at their institutions.

ASPIRE

Tuesday, March 10, 9:00 a.m. – 12:00 p.m.

Convention Center, 401

Living into Your Future: A Systemic Approach to Making Aspirations a Reality

Scott J. Allen, *John Carroll University*

Kathleen Lis Dean, *John Carroll University*

Participants will have the opportunity to juxtapose the latest thinking and theory on leadership and leadership development with a program or project for which they have passion. By doing so, participants will have an opportunity to unpack the knowledge, skills, and abilities needed to lead others into a desired future.

BALANCE

Tuesday, March 10, 1:45 – 4:45 p.m.

Convention Center, 401

Professional Renewal and Adult Development: Diagnosing and Disturbing the Immunity to Change

Robert Kegan, *Harvard University*

Jacob Diaz, *Seattle University*

Michele Murray, *Seattle University*

Sometimes professional improvement goals are like New Year's resolutions—they fall by the wayside in two weeks and it's back to business-as-usual, despite a genuine commitment to change. Based on the work of Kegan and Laskow-Lahey (2001), this interactive mini-institute closes the gap between aspirations and actions. Using their own goals as a case study, participants will learn the steps of personal and professional transformation and increase the likelihood that the desired change will actually occur.

Events & Programs of Interest

The conference planning team has worked diligently to offer a diverse array of programs and events to address the needs of professionals at all levels. Following are just a few suggestions to help identify some events and programs that may be of particular interest to members of various groups. This list is in no way exhaustive, and participants are encouraged to explore the full listing of conference programs.

EVENTS OF INTEREST FOR SENIOR STUDENT AFFAIRS OFFICERS

Wine & Cheese Reception for SSAOs and International Attendees

Sunday, March 8, 4:00 – 5:00 p.m.

Convention Center, 4E

Regional Business Meetings

Monday, March 9, 5:00 – 6:00 p.m.

Senior student affairs officers should plan to attend their regional business meetings. Please see page 38 for locations.

NASPA Annual Business Meeting

Tuesday, March 10, 4:30 – 5:30 p.m.

Convention Center, 4C (4)

SSAO Think Tank: Leading Student Affairs in Economically Challenging Times

facilitated by Sheila Murphy, Simmons College

Prior registration for this session was required for participation.

Sponsored by The James E. Scott Academy, the SSAO Think Tank brings together 30 SSAOs for four conference sessions. One outcome of the sessions will be a white paper published by NASPA that captures the essential challenges of leading a student affairs organization in the midst of economic uncertainty and rising student, family, and institutional expectations.

Think Tank sessions will take place as follows:

Monday, March 9 10:45 a.m. - 12:00 p.m. and 3:15 – 4:30

p.m., Sheraton, Greenwood

Tuesday, March 10 7:30 – 9:15 a.m. and 3:15 – 4:30 p.m.,
Sheraton, Greenwood

Wednesday, March 11 8:00 – 9:00 a.m., Sheraton, Juniper
(optional)

PROGRAMS OF INTEREST FOR MID-LEVEL PROFESSIONALS

- 24 Mid-Level Institute for Small College & University Professionals
- 116 Reframing our Thinking about University-wide Assessment
- 131 Assertiveness and Constructive Confrontation
- 179 Building Working Relationships across the University:
Perspectives for New and Mid-Level Administrators
- 263 Implementing Learning Reconsidered: Chaos Theory as a
Framework for Transformation
- 319 Tracking Student Pulse: The Continuing Need for
Comprehensive Needs Assessments
- 353 The Next Step in Parent Partnerships – Innovation, Involvement,
and Empowerment
- 399 Trends in the Use of Specialist Positions in Staffing Student
Affairs Organizations
- 405 Creating, Implementing, and Assessing Cross-departmental
Student Leader Learning Outcomes
- 409 Diversity Initiatives within Student Affairs: Not Just Black &
White

PROGRAMS OF INTEREST FOR SSAOs

- 38 Boundaries of Institutional Responsibility for Students
- 43 The Student Affairs-Voluntary Systems of Accountability (VSA) Connection
- 44 The Evolution of Tobacco-Free Policy: Student Affairs as Partner in Creating a Healthier Campus Environment
- 53 Eye of the Storm: Northern Illinois University's Leadership Strategies in a Time of Crisis
- 73 Partnering for Compliance: The Clery Act and Student Affairs
- 76 Rethink and Redesign: Finding the Silver Linings in Challenging Financial Times
- 122 Strategies that Work: Successful Partnerships with Academic Affairs
- 140 Essential Legal and Ethical Considerations When Working with University and College Counseling Centers
- 165 The SSAO as Presidential Leadership Team Member: Building a Base for Boundary Spanning
- 183 Creating Green Campuses: Planning Programs and Facilities that Promote Sustainability
- 194 Innovative Use of NSSE Results in Student Affairs: Lessons from the Field
- 207 Transitions in Higher Education
- 245 Downsizing: Some Legal Considerations
- 261 "From the Top..." A View of Student Affairs from Trustees:
SSAOs Serving as College Trustees
- 264 Innovations in Student Affairs Development: the Maryland Template for Successful Fundraising
- 291 Developing Partnerships with Chief Diversity Officers
- 295/380 FERPA Overview and Update
- 363 Professional Renewal and Adult Development: Diagnosing and Disturbing the Immunity to Change
- 368 Broadening the Leadership Spectrum: Preparing Women and People of Color for Senior Management in Academe
- 386 How About Changing your Student Affairs Organization? Ideas from the Field
- 399 Trends in the Use of Specialist Positions in Staffing Student Affairs Organizations
- 403 The Balanced Scorecard: An Innovative Accountability Effort to Demonstrate Student Affairs' Value to Internal and External Constituents



EVENTS OF INTEREST FOR GRADUATE STUDENTS AND NEW PROFESSIONALS

Doctoral Student Seminar

Sunday, March 8, 9:00 a.m. – 3:00 p.m.

Hyatt, Menzies Suite

Graduate Students and New Professionals Case Study Competition

Orientation: Sunday, March 8, 1:00 – 2:00 p.m.; Hyatt, Tolmie

Competition: Monday, March 9, 8:30 a.m. – 4:30 p.m.; Hyatt, Chinook

Conference Connections

Sunday, March 8, 3:00 – 4:00 p.m.

Sheraton, Metropolitan (A)

Graduate Preparation Programs Fair and NASPA Communities Gala

Monday, March 9, 7:00 – 9:00 p.m.

Convention Center, 6E

PROGRAMS OF INTEREST FOR GRADUATE STUDENTS

- 62 NASPA Graduate Members: Beginning a Lifelong Learning Partnership
- 92 Courage to Act: First-Generation Students Persisting to the Doctorate
- 104 How to Submit a Program for the 2010 NASPA Annual Conference
- 108 Multicultural Affairs: Glass Ceiling or Open Sky?
- 151 Lessons Learned: How to Survive the Transition from Undergrad to a New Professional
- 155 Navigating NASPA: An “Insider’s Guide” to the Association
- 169 Sustaining Your Sanity: Finding Balance as a New Professional
- 205 Supervision 101: Developing Effective Supervision Skills for Graduate Students & New Professionals
- 212 Aligning Expectations for New Professionals: Advice from SSAs
- 216 Emerging Scholars in Student Affairs and Higher Education: A NASPA Faculty Fellows Research Symposium
- 265 NASPA’s Professional Development Curriculum

PROGRAMS OF INTEREST FOR NEW PROFESSIONALS

- 88 Becoming the Boss You Wish You Had: A “How-To” Guide for Supervising Graduate Students and New Professionals
- 97 A Day in the Life of an Effective Supervisor
- 104 How to Submit a Program for the 2010 NASPA Annual Conference
- 108 Multicultural Affairs: Glass Ceiling or Open Sky?
- 131 Assertiveness and Constructive Confrontation
- 139 Ending Aversive Racism and Micro Aggressions in Higher Education: An Essential Element of Social Sustainability
- 151 Lessons Learned: How to Survive the Transition from Undergrad to a New Professional
- 155 Navigating NASPA: An “Insider’s Guide” to the Association
- 212 Aligning Expectations for New Professionals: Advice from SSAs
- 265 NASPA’s Professional Development Curriculum
- 328 Aspirations for the Doctorate: The Transition to Doctoral Study for African American Men
- 409 Diversity Initiatives within Student Affairs: Not Just Black & White

EVENTS OF INTEREST FOR FACULTY MEMBERS

NASPA President’s Breakfast for Faculty

Monday, March 9, 7:00 – 8:45 a.m.

Sheraton, Metropolitan (B)

All faculty members are invited to join NASPA President Diana Doyle and Faculty Fellows Chair Rosa Cintron over breakfast. Connect with NASPA faculty colleagues and learn more about what the Faculty Fellows are doing to support faculty members within the association.

New Faculty Lunch

Monday, March 9, 12:00 – 1:00 p.m.

Sheraton, Cedar

New faculty members are invited to a networking lunch sponsored by the Faculty Fellows. Meet other new faculty, learn about the Faculty Fellows, and discuss how NASPA can provide support and professional development in your new role. RSVPs were required to attend since space is limited.

Faculty Forum: Faculty Roles and Relationships within NASPA

Monday, March 9, 1:45 – 4:45 p.m.

Convention Center, 605

The NASPA Faculty Fellows, in their role as the primary voice for faculty members within the association, will facilitate a discussion of several key questions designed to provide clarity about how NASPA can better serve the needs and interests of faculty. They include: What are the benefits of faculty membership in NASPA? What expectations do faculty members have of NASPA? How should faculty be represented on the NASPA Board of Directors? On the editorial board of the NASPA Journal of Student Affairs Research and Practice? Should NASPA faculty members have their own knowledge community? What can the Faculty Fellows do to better support the faculty membership of NASPA? Participants will have the opportunity to share thoughts and observations to guide the evolution of the association regarding the role and voice of its full-time and adjunct faculty members.

Graduate Preparation Programs Fair

Monday, March 9, 7:00 – 9:00 p.m.

Convention Center, 6E (During NASPA Communities Gala)

The following programs are sponsored by the Faculty Fellows:

- 66 The Importance of Assessing Graduate Programs
- 216 Emerging Scholars in Student Affairs and Higher Education: A NASPA Faculty Fellows Research Symposium
- 263 Implementing Learning Reconsidered: Chaos Theory as a Framework for Transformation
- 410 Faculty Fellows Research Forum: Highlighting Current Work of Senior Faculty

PROGRAMS OF INTEREST FOR FACULTY MEMBERS

- 17 The Globalization of Graduate and Professional Student Education
- 105 Innovative Graduate Preparation Program Components: The Integrative Paper and Presentation
- 142 From Sixty to Zero: Transition from Student Affairs Professional to Faculty
- 201 Securing Support for Your Research Project from the NASPA Foundation
- 284 Academic Learning Portfolios and Capstone Seminars: The Emergence of Integrative Learning Structures Throughout Student Affairs Graduate Programs
- 311 Mrs. Mom to Dr. Faculty: Babies, Breastfeeding, and Tenure

Division Events & Sponsored Programs

COMMUNITY COLLEGES DIVISION EVENTS & SPONSORED PROGRAMS

Community Colleges Division Meeting

Monday, March 9, 7:00 – 9:00 a.m.
Sheraton, Alki Board Room

Community Colleges Reception

Monday, March 9, 7:00 – 8:00 p.m.
Sheraton, Aspen

The following programs are sponsored by the Community Colleges Division:

- 25 The Community College Institute: Developing Strategies to Face the Growing Challenges of Underprepared Students and Developing Learning Outcomes for Community College Students
- 167 Strategies for Managing a Satellite Campus
- 280 Understanding Today's Transfer Students: Implications for Practice, Policy, and Research
- 382 The Future of Student Services at Community College

PROGRAMS OF INTEREST FOR PROFESSIONALS AT COMMUNITY COLLEGES

- 44 The Evolution of Tobacco-Free Policy: Student Affairs as Partner in Creating a Healthier Campus Environment
- 61 Creating a Leadership Edge: The Community College Executive Leadership Experience
- 138 Connected and Engaged: A Study of a Learning Community Model at Inver Hills Community College
- 192 First-Year Student Success: Partnerships on Community College Campuses
- 219 First Year as an SSAO: Creating Partnerships and Learning to Survive
- 235 The Safety Equation at Community Colleges
- 255 Creative Collaboration: Implementing Cooperative Staffing Between a University and Community College
- 256 Developing Measurable Student Learning Outcomes for Community College Students
- 289 Calling all Aspiring Chief Student Affairs Officers: Our Community Colleges Need You!
- 392 Our Back Yard: Partnerships for Immigrants and Refugee Students
- 436 College Success for Students from Foster Care in Washington: Collaborative Practice and Policy Innovations

SMALL COLLEGES & UNIVERSITIES DIVISION EVENTS & SPONSORED PROGRAMS

Small Colleges & Universities Breakfast Meeting

Monday, March 9, 7:30 – 8:30 a.m.
Hyatt, Stevens

Small Colleges and Universities Leadership Meeting

Tuesday, March 10, 7:30 – 8:30 a.m.
Hyatt, Discovery

The following programs are sponsored by the Small Colleges and Universities Division:

- 24 Mid-Level Institute for Small Colleges & University Professionals
- 172 "You Missed Our Meeting to go to Yoga?": Managing Millennial Staff at Small Colleges
- 327 Assessment & Evaluation: Innovations for Continuous Quality Improvement at a Small College
- 424 Small and Sustainable

PROGRAMS OF INTEREST TO PROFESSIONALS AT SMALL COLLEGES AND UNIVERSITIES

- 75 Residential Seminars: A Successful Partnering of Academic and Student Affairs that Enhances Student Learning and Engagement
- 111 Nurturing GLBT Colleagues into the SSAO Role at Small Colleges and Universities
- 226 Moving On: Voluntary Staff Departures at Small Colleges and Universities
- 231 Partnering with Local Law Enforcement to Enhance Safety on Small College Campuses
- 277 Supporting LGBQ Student Affairs Professionals at Small Colleges and Universities
- 347 Innovative Collaboration: Academic and Student Affairs Partnerships Improving the First-Year Experience
- 360 The Second Year Experience: Engaging and Retaining the Sophomore Student
- 407 Crisis Intervention Protocols for Small Colleges: Partnerships that Work
- 425 Strong Partnerships: A Comprehensive Model for Assessing Student Learning
- 438 Creating a Culture of Assessment ASAP: Occidental College's Academic Support Assessment Project

Small Colleges and Universities Institute

UNIVERSITY OF REDLANDS

for senior administrators at colleges and universities with < 5000 FTE
Institute directors: Cathy Kramer, Dean of Students, Warren Wilson College
Anne Lundquist, Dean of Students, Wells College

JUNE 26 - 29, 2010



PUBLIC POLICY DIVISION EVENTS & SPONSORED PROGRAMS

Law and Public Policy Breakfast Briefing

Tuesday, March 10, 7:30 – 8:45 a.m.

Convention Center, 4C (4)

John Lowery, Indiana University of Pennsylvania

W. Scott Lewis, Saint Mary's College and National Center for Higher Education Risk Management

This session will focus on the most significant developments over the past year in the areas of court rulings and federal legislation and regulation affecting student affairs. The presenters will also identify issues likely to demand attention in the coming year.

The following programs are sponsored by the Public Policy Division:

70 A New Administration and a New Congress: What's in it for Higher Education and Student Affairs?

295/380 FERPA Overview and Update

PROGRAMS OF INTEREST ABOUT PUBLIC POLICY, LAW, AND CAMPUS SAFETY

53	Eye of the Storm: Northern Illinois University's Leadership Strategies in a Time of Crisis
73	Partnering for Compliance: The Clery Act and Student Affairs
95	Creating a Student Threat Assessment Team
140	Essential Legal and Ethical Considerations when Working with University and College Counseling Centers
231	Partnering with Local Law Enforcement to Enhance Safety on Small College Campuses
235	The Safety Equation at Community Colleges
245	Downsizing: Some Legal Considerations
290	Change and Challenges: A Longitudinal Study of Student Conduct Policies and Procedures
407	Crisis Intervention Protocols for Small Colleges: Partnerships that Work
443	The Legal Rights and College Services Needed to Better Serve Transgender Students

No more sleepless nights when you choose RMS



WHEN you choose RMS, you're choosing a company big enough to put almost everybody in Seattle to bed at night.

We manage over 500,000 beds and millions of student records (including Judicial) at large and small institutions around the world!

And we're easy to work with. RMS is the only provider of housing, conference and judicial software that is completely web-based, not just web-enabled.

Trust experience for housing, conference and judicial software. Trust RMS.



Residential Management Systems

www.rms-inc.com
sales@rms-inc.com

Knowledge Community Sponsored Programs

Each of the NASPA Knowledge Communities (KC) and Divisions has the opportunity to sponsor programs at the conference that reflect their focus in student affairs. KCs provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for consideration of the NASPA Board of Directors. Participation is open to any NASPA member. More information is available at the NASPA Communities Gala, Monday, March 10, from 7:00 - 9:00 p.m., Convention Center, 6E.

Administrators in Graduate and Professional Student Services

197 A New Vision: CAS Standards for Graduate and Professional Student Services
211 Advising Graduate Student Organizations: An Innovative Primer
336 Dynamic Transformation of Academic and Student Support Services for Professional Students in Distance Clinical Doctoral Programs

African American Concerns

191 Exploring Degree Completion of African American Transfer Students at Predominantly White Institutions
251 Baby Mamma Trauma in Academia: Factors that Contribute to African American Single Mothers' Persistence in Higher Education
57 Calling All Brothers: Facilitating Purposeful Engagement among Black Male Collegians

Alcohol and Other Drug

132 Assessing the Effectiveness of Late-night Programming through Direct and Indirect Measures
273 The Role of Student Affairs Administrator in Infusing Health Promotion and Alcohol and Other Drug Prevention into Staff and Professional Development Practice
293 Drug and Alcohol Abuse Problems: Insights for Making Greater Progress

Asian Pacific Islanders Concerns

108 Multicultural Affairs: Glass Ceiling or Open Sky?
325 Asian American and Native American Pacific Islanders-Serving Institutions Legislation
364 Advancing API & Native Hawaiian Women as Leaders - Partnerships for Lifelong Empowerment, Inspiration & Sustenance

Assessment, Evaluation, and Research

168 Student Engagement through Assessment: Creating Partnerships that Steer the Course of the Institution
270 Reducing the Risk of Individual Student Attrition
315 Successful Partnerships in Assessment: Using the Global Perspectives Inventory to Measure Student Learning and Development

Campus Safety

53 Eye of the Storm: Northern Illinois University's Leadership Strategies in a Time of Crisis
95 Creating a Student Threat Assessment Team
407 Crisis Intervention Protocols for Small Colleges: Partnerships that Work

DisAbility Concerns

120 Social Skills Development for College Students with Asperger Syndrome
281 Universal Design of Student Services
344 Implementing a Faculty Mentorship Program for Students with Disabilities

Fraternity & Sorority Affairs

236 So Long, Sister: Examining Panhellenic Sorority Membership Attrition
340 Fraternity and Sorority Leadership Research: Examining the Potential
422 Riding the "Greek Bus": Espoused and Enacted Fraternal Values Congruence Assessment

Gay, Lesbian, Bisexual & Transgender Issues

63 Do We/They Belong? Unraveling the Complexities of Transgender Students at Women's Colleges
111 Nurturing GLBT Colleagues into the SSAO Role at Small Colleges and Universities
343 Identifying Best Practices for LGBTQ Students through Assessment

Health in Higher Education

170 Using Bystander Intervention to Prevent Sexual Assault: Success With Men and a New Paradigm for Women
266 A National Agenda for Student Health in Higher Education
421 Research Forum: Recent Findings from the Health in Higher Education Field

Indigenous Peoples

112 Oklahoma Native American Students in Higher Education-Bringing Unity to Our State
182 A Collaborative Education Series beyond the University's Doors
402 American Indian Student Success: Strategies for Empowering Indigenous Students Beyond the College Classroom

International Education

127 UNESCO/IASAS Book on Student Affairs Practice around the World: 2009 Edition
259 Facilitating Student Success: Collaborating to Connect International Students to Services and Resources
377 Developing Partnerships: Addressing Student Behavior in Study Abroad through a Judicial Process

Latino/a

77 Silenced Voices: Issues of College Persistence for Undocumented Mexican Immigrant Women
269 Nuestra Voces (Our Voices) II: Latino/a Doctoral Experiences
221 Giving Back: Partnering Cultural Centers and Alumni Networks for Scholarship Fundraising

Men and Masculinities

118 Revisiting the Practice-to-Theory-to-Practice (PTP) Model in Student Development Work with College Men
357 Pornography: Just Harmless Fun or Dangerous? The Definitive Word from Research
57 Calling All Brothers: Facilitating Purposeful Engagement among Black Male Collegians

New Professionals & Graduate Students

151 Lessons Learned: How to Survive the Transition from Undergrad to a New Professional
88 Becoming the Boss You Wish You Had: A "How-To" Guide for Supervising Graduate Students and New Professionals
108 Multicultural Affairs: Glass Ceiling or Open Sky?

Parent and Family Relations

82 Theory to Practice: Helping Parents & Families Understand and Use Student Development Theory
230 Parent Involvement vs. Student Development: A Win/Win?
298 It's a Family Affair: How First-Generation Students' Attachment to Family Impacts their College Experiences

Spirituality and Religion in Higher Education

121 Spiritual Quest: How Service and Diversity Spur Students' Spiritual Journeys
311 The Spirituality of Service-Learning: An Introduction
358 The Relevance of Spirituality, Religion, Faith, and Community in Students' Lives

Student Affairs Development and External Relations

264 Innovations in Student Affairs Development: the Maryland Template for Successful Fundraising
411 Fundraising: Creating & Cultivating Innovative Business Partnerships
221 Giving Back: Partnering Cultural Centers and Alumni Networks for Scholarship Fundraising

Student Affairs Professionals Working In and With Academic Affairs

142 From Sixty to Zero: Transition from Student Affairs Professional to Faculty
271 The Retention Question: Strategies for Effectively Engaging Faculty
295 A Promising Partnership: How Students Affairs Can Support Undergraduate Research Programs

Student Leadership Programs

62 Diversity Training for Student Leadership Development
309 The Secrets of Creative College Students
374 Cultivating a Culture of Leadership on Campus: Academic and Student Affairs Partnerships for Institutional Transformation

Technology

217 Facebook, Blogs, Tweets: How Staff and Units Can Use Social Networking to Enhance Student Learning
279 Time Wasted or Time Well Spent?: First-year Students' Use of Facebook/MySpace and Success in College
379 Encouraging Partnerships with Information Technology Professionals to Promote FITness within Student Affairs

Women in Student Affairs

232 Perfectionism and Her Sisters: Exploring the Voices of Female Undergraduates
429 Views of Women and Leadership in Student Affairs: The Generations Speak
364 Advancing API & Native Hawaiian Women as Leaders – Partnerships for Lifelong Empowerment, Inspiration and Sustenance



Expand the boundaries of higher education.

Sprint Higher Education Student Wireless Program

With the latest advances in technology, education is no longer confined to the four walls of a classroom. The evolution of wireless solutions has created unlimited communication possibilities. Sprint lets you communicate for less with a variety of products and promotional programs.

- > *Student Liable Discounts*
- > *Sprint and University Marketing Partnerships*
- > *University/Corporate and Employee Liable Discounts*
- > *On-Campus Converged Network Solutions*

**Visit Sprint at
booth #500!**

*Or email Richard Marvin at
Richard.Marvin@sprint.com*



Coverage not available everywhere. Offers not available in all markets/retail locations or for all phones/networks. Pricing, offer terms, fees and features may vary for existing customers not eligible for upgrade. Other restrictions apply. See sprint.com or your local Sprint representative for details. © 2009 Sprint. Sprint and the logo are trademarks of Sprint. Other marks are the property of their respective owners.

Saturday Schedule

8:00 a.m. – 5:00 p.m.

Jesuit Association of Student Personnel Administrators (JASPA) 2009 Conference
Sheraton, Metropolitan (A)

9:00 a.m. – 5:00 p.m.

International Association of Student Affairs and Services (IASAS) Meeting
Sheraton, Queen Anne

9:00 a.m. – 1:00 p.m.

NASPA Board of Directors Meeting
Hyatt, Stevens

9:00 a.m. – 12:00 p.m.

Knowledge Community National Leadership Orientation
Sheraton, Virginia

10:00 a.m. – 4:00 p.m.

International Symposium Registration
Sheraton, Metropolitan (Foyer)

12:00 p.m. – 3:00 p.m.

Council on Student Affairs Executive Committee Meeting
Sheraton, University

12:30 p.m. – 2:00 p.m.

Knowledge Community Assembly
Hyatt, Leonessa (I)

1:00 p.m. – 4:00 p.m.

NASPA 2009-2010 Board of Directors Orientation
Hyatt, Leonessa (III)

2:30 p.m. – 4:30 p.m.

Knowledge Community National Leadership Meeting
Hyatt, Stevens

3:00 p.m. – 6:00 p.m.

Faculty Fellows Meeting
Hyatt, Menzies Suite

4:00 p.m. – 7:00 p.m.

International Symposium Keynote and Reception
Sheraton, Cirrus Room (35th Floor)

4:15 p.m. – 5:00 p.m.

Volunteer Training
Convention Center, 603

***NOTE: Daylight Savings Time begins at 2:00 a.m. Sunday, March 8.**

Please be sure to set your clocks forward one hour before going to bed.

14th Annual NASPA International Symposium – Nourishing Partnerships for Lifelong Learning: An International Dialogue

Celebrating its 14th anniversary, the NASPA International Symposium gathers student affairs leaders from around the world to engage in dialogue on international issues. The Symposium is the key “venue” for professional collaboration and exchange in the field of student affairs for our international and U.S. colleagues. It offers an excellent program consisting of prominent speakers, panels of distinguished student affairs officers from different parts of the word, roundtables, and a unique opportunity to develop a global network.

Saturday, March 7

10:00 a.m. – 4:00 p.m.
 Symposium Registration

4:00 p.m. – 6:00 p.m.
 Opening Program and Keynote Address

6:00 p.m. – 7:00 p.m.
 Opening Reception

7:00 p.m. – 9:00 p.m.
 Dinner in Small Groups

Sunday, March 8

8:00 a.m. – 9:00 a.m.
 Registration and Continental Breakfast

9:00 a.m. – 9:15 a.m.
 Opening / Welcome Session

9:15 a.m. – 4:00 p.m.
 Symposium Program

4:00 p.m. – 5:00 p.m.
 Reception for International Attendees and SSAOs

5:00 p.m. – 7:00 p.m.
 NASPA Opening Session and Keynote Speaker

Organizers:

Rob Shea (Symposium Director),
Memorial University of Newfoundland

Lisa Bardill Moscaritolo (Symposium Sponsorship Chair),
Pace University

Ken Osfield (Registration and Program Coordinator),
University of Florida

Sponsors:

Golden Key International Honour Society
 Semester at Sea and Institute for Shipboard Education

The Canadian Journal of Career Development
 National Student Services, Inc.

NASPA – Student Affairs Administrators in Higher Education
 International Education Knowledge Community

Pre-Conference Workshops

Saturday, March 7

9:00 a.m. - 4:00 p.m.

Full Day – 9:00 a.m. – 4:00 p.m.

1 **The Game of Oppression: An Interactive Diversity Tool**
Convention Center, 609
 **Lamara Warren**, Indiana University
 **Corliss Bennett-McBride**, University of Southern California

College campuses and communities are becoming increasingly diverse, yet many student affairs professionals, faculty, and students find it difficult to step outside of what is familiar and interact with those from different racial/ethnic groups, religions, classes, abilities, or sexual orientations. The interactive tool demonstrated in this session will help educators challenge students and each other to move outside their comfort zones, gain new perspectives, and nourish partnerships through authentic dialogue that strives to improve lifelong learning around issues of difference.

2 **Nourishing Your Authentic Self through the Wisdom of the Enneagram**
Convention Center, 606
 **Maribeth Overland**, College of St. Benedict & St. John's University

Experience a revealing and interactive journey to self through the wisdom of the Enneagram. Learn strategies to tap the potential of your team to create better balance and more effective partnerships. There is a critical shortage of authentic leaders in our country today, with many of the top leaders leaving their positions in three years or less. One of the factors that contributes to this shortage involves demands placed on today's top leaders. Constantly changing campus environments coupled with a growing need to create sustainable organizations present leaders with confounding ambiguities and competing priorities. The most helpful clue about what makes an excellent leader comes from the field of emotional intelligence (EQ). An individual's EQ is the strongest predictor of the person's leadership success, consistently outranking both traditional IQ and on-the-job experience. The Enneagram, an ancient psychological development system, is the most powerful and insightful tool available to help individuals develop their EQ.

3

Student Learning at the Center: A Student Affairs Division Re-organizes

Convention Center, 608



Case Willoughby, Hunter College, City University of New York
Eija Ayravainen, Hunter College, City University of New York
Madlyn Stokely, Hunter College, City University of New York

An external review revealing considerable concern with student services at a large, urban, public institution prompted widespread change. A newfound focus on student learning, staff development, and collaboration with academic affairs were some of the resulting innovations. Using a case study approach, this presentation will allow participants to draw insights relevant to their own campus experiences. A videotaped interview between the SSAO and the Provost will illuminate their perspectives of student learning as discussed in the landmark report *Learning Reconsidered*.

4

Student Health and Wellness

Convention Center, 607



Sarah Mart, Marin Institute
Melissa Kenzig, Columbia University
Thomas Workman, Baylor College of Medicine

Are you responsible for one or more functional areas of student health and wellness, but without much formal academic training in this area? Would you like to learn more about developing and implementing effective, student-centered health and wellness initiatives that incorporate important aspects of health into student academic retention and success? Join us to explore major paradigms, theories, and strategies of health promotion; alcohol, other drug, and tobacco abuse prevention; and wellness with colleagues from all disciplines.

5

Learning the Art: The Basics of Fundraising in Student Affairs

Convention Center, 616
 **Darrell Ray**, Louisiana State University
Peggy Boyles, University of Arkansas

The primary objective of this session is to provide a basic understanding of fundraising and development within student affairs. Participants will gain information on how to develop fundraising efforts based on their area of responsibility. This will include sharing a planning model for fundraising activities from conception to completion, paying careful attention to campus politics. Additionally, the presenters will share information on national resources for continuing education and learning.

6

Residence Life, Law Enforcement, and Mental Health: A Crisis Management Partnership in Practice

Convention Center, 617
 **Stacy Holguin**, University of California, Berkeley

Aaron Cohen, University of California, Berkeley
Eric Tejada, University of California, Berkeley
Rick Wan, University of California, Berkeley

Active shooters, suicidal actions, and mental health onsets are just a sampling of the student crises that exist in campus communities. At the University of California, Berkeley, Residence Life has developed a multi-departmental collaboration including the campus police department, counseling center, and residential staff to proactively prevent and plan for such issues. This program will brief participants on the team development and implementation, as well as members' roles and responsibilities, and involve participants in two interactive training sessions and a discussion of case studies.

7

Innovative Approaches to Leadership Development: A Strengths-Based Approach to Building Engaged Student Life Teams

Convention Center, 615
 **Eileen Hulme**, Azusa Pacific University
Dub Oliver, Baylor University
Laurie Schreiner, Azusa Pacific University

Effective leadership development is one of the most important aspects of developing a student life team prepared to assume responsibility for ensuring student success. During this interactive session, presenters will share a new strengths-based paradigm for approaching staff leadership development and team-building. Participants will be given the opportunity to gain an understanding of their particular strengths and how those strengths affect their leadership style. Practical suggestions for developing the strengths of others and building an engaged team will be provided.

8

Women in Student Affairs:**Do I Really Want to be a Senior Student Affairs Officer?**

Convention Center, 619



Debbie Heida, Berry College

Deborah Ford, University of West Florida

Laurie Hamre, Macalaster College
Janet Heeter-Bass, Muskingum College

Debra McNish, Earlham College

Cathy Scroggs, University of Missouri

This program is designed to encourage aspiration, provide a window into possible paths, and offer an honest and candid dialogue about the joys, challenges, and pitfalls along the way to becoming a senior student affairs officer. The program will include a panel of senior student affairs officers discussing their career paths, a dialogue about the joys and struggles with the role and paths to get there, small groups discussions aimed at myth-busting, and structured activities for personal goal setting.

9

Understanding, Using and Presenting Numbers

Convention Center, 618



Sherry Woosley, Ball State University

Darlena Jones, Educational Benchmarking, Inc.

This workshop uses a case study approach to allow participants to explore and better understand the meaning of numbers commonly used in student affairs and higher education contexts. The examples will illustrate best practices, common mistakes, and critical issues in the use, presentation, and understanding of data. Participants will not be calculating statistics or using SPSS – instead the focus will be on understanding and explaining concepts without statistical or mathematical language. No statistics background is needed to participate.

**Alice Manicur Symposium
for
Women Aspiring to be SSOAs**

Marriott Suites Clearwater Beach on Sand Key, Florida
January 10 - 13, 2010
www.naspa.org/divctr/women/manicur.cfm

Half-day – 1:00 – 4:00 p.m.

10

Creating Social Justice on Campus: Best Practices and Lessons Learned

Convention Center, 618



Kathy Obear, Social Justice Training Institute

Vernon Wall, Social Justice Training Institute

Jamie Washington, Social Justice Training Institute

Well-intended diversity and inclusion initiatives often fall short of desired outcomes. While efforts may increase awareness, most do not create significant organizational change that is sustainable over time. How can student affairs professionals create inclusive, socially just campus communities through systemic, long-term culture change? Experienced organizational development consultants will share innovative best practices and lessons learned from intentional, strategic organizational change efforts to create inclusive, multicultural campuses that foster success for all students, staff, and faculty.

11

Perfect Ladies Don't Become Provosts; Discussion for Women of Color in Academic and Student Affairs

Convention Center, 619



Susan Stuart, Delaware State University

The presenter will share information about the career paths and career alternatives of women of color as they reach their five-year mark that often signals the end of being a new professional. This dialogue will affirm and celebrate the achievements and choices of all women by encouraging them to achieve their dreams while still actively participating in and excelling as academic and student affairs professionals.

12

Beyond the Asian American Model Minority Myth: Becoming a Practitioner-Advocate

Convention Center, 616

Vijay Pendakur, DePaul University
Sumun Pendakur, University of Southern California

Asian Americans are the fastest growing, yet most underserved, population on both four-year and community college campuses. This session blends Critical Race Theory and U.S. history to produce a counter-narrative framework of racial formation that will enable practitioner-advocates to better serve this population. This workshop goes beyond debunking the model minority myth toward challenging practitioners to critically engage Asian Americans' lived experiences, serve as advocates, and enact systemic change.

13

Budgeting 101: Understanding and Developing Meaningful Departmental Budgets

Convention Center, 617

Mark Kretovics, Kent State University
Mike Ellis, Colorado State University

Accountability continues to be a hot political topic and a great concern within higher education. The most public aspect of this accountability movement is fiscal accountability. Student affairs professionals are expected to have a greater understanding of business practices and tacit knowledge of the budgeting process. While professional organizations and colleagues recognize the need for fiscal management skills, many administrators assume fiscal responsibilities with little or no formal training. This workshop will provide participants the information necessary to understand the budget process and, in turn, allow them to develop budgets and cost-effectiveness protocols that help answer many accountability questions.

14

Addressing Barriers in Outcomes-Based Assessment

Convention Center, 615



Jessica Hickmott, Weber State University

Marilee Bresciani, San Diego State University

Megan Moore Gardner, University of Akron

Presenters will address many of the commonly cited barriers encountered when taking part in outcomes-based assessment as well as strategies for overcoming these barriers. Active audience participation will be a large component of this workshop as participants will share barriers faced and strategies used at their own institution. Incorporating collaboration with peers, faculty members, and community members into the assessment process will also be topics of discussion.

Sunday, March 8

Sunday Schedule

Sunday, March 8

8:00 a.m. – 12:00 p.m.

NASPA Foundation Board Meeting
Sheraton, Willow A

8:00 a.m. – 9:00 a.m.

International Symposium Registration and Continental Breakfast
Sheraton, Metropolitan (Foyer)

9:00 a.m. – 3:00 p.m.

Doctoral Student Seminar
Hyatt, Menzies Suite

9:00 a.m. – 12:00 p.m.

Health in Higher Education Pre-conference Workshop Follow-up Discussion
Sheraton, Aspen

9:00 a.m. – 10:30 a.m.

Jesuit Association of Student Personnel Administrators (JASPA) Mass
Hyatt, Princessa (I)

10:00 a.m. – 12:30 p.m.

The James E. Scott Academy Board Meeting
Sheraton, Cedar

Public Policy Division Meeting
Hyatt, Sealth

10:00 a.m. – 12:00 p.m.

Research Division Meeting
Sheraton, Madrona

11:00 a.m. – 11:45 a.m.

Volunteer Training
Convention Center, 307/308

11:30 a.m. – 1:30 p.m.

International Symposium Lunch
Sheraton, Metropolitan (A)

12:00 p.m. – 3:00 p.m.

NASPA Journal of Student Affairs Research and Practice Editorial Board Meeting and Training
Hyatt, Discovery

12:00 p.m. – 1:30 p.m.

Interfraternal Luncheon
Sheraton, Grand Ballroom (D)

12:30 p.m. – 4:30 p.m.

Alcohol Prevention Coalition – Meeting of Founding Partners
Sheraton, Kirkland

1:00 p.m. – 3:00 p.m.

Region II Advisory Board Meeting
Sheraton, Ballard

Region III Advisory Board Meeting
Sheraton, Willow (A)

Region IV-East Advisory Board Meeting
Sheraton, Aspen

Region IV-West Advisory Board Meeting
Sheraton, Willow (B)

Region V Advisory Board Meeting
Sheraton, Grand Ballroom (A)

Region VI Advisory Board Meeting
Sheraton, Grand Ballroom (B)

1:00 p.m. – 2:00 p.m.

Graduate Students and New Professionals Case Study Competition Orientation
Hyatt, Tolmie

2:00 p.m. – 5:00 p.m.

Exhibit Hall Open
Convention Center, 4E

2:00 p.m. – 3:30 p.m.

Assessment, Evaluation & Research Knowledge Community Consultation Sessions
Hyatt, Washington

2:00 p.m. – 3:00 p.m.

Fraternity & Sorority Affairs Knowledge Community Leadership Meeting
Hyatt, Douglas (Boardroom)

2:30 p.m. – 4:30 p.m.

Center for Women Advisory Board Meeting
Hyatt, Stevens

2:30 p.m. – 3:45 p.m.

Multifaith Service
Convention Center, 305

3:00 p.m. – 5:00 p.m.

Region V and VI Knowledge Community Leadership Meeting
Sheraton, Capitol Hill

3:00 p.m. – 4:00 p.m.

Conference Connections
Sheraton, Metropolitan (A)

2009 Program Committee Meeting
Hyatt, Blewett Suite

Public Policy Division State Representative Meeting
Sheraton, Cedar

4:00 p.m. – 5:00 p.m.

Lesbian, Gay, Bisexual, Transgender (LGBT) Consortium Open Meeting
Sheraton, Aspen

Men and Masculinities Knowledge Community Open Business Meeting
Sheraton, Ravenna

Reception for International Attendees and SSAOs
Convention Center, 4E

5:00 p.m. – 7:00 p.m.

Opening Session & Keynote Speaker – Bertice Berry
Convention Center, 6ABC

7:00 p.m. – 9:00 p.m.

Opening Reception
Convention Center, 4F

Exhibit Hall Open
Convention Center, 4E

8:00 p.m. – 10:00 p.m.

African American Male & Female Networking reception
Convention Center, 3A&B

Pre-Conference Workshops

Full Day – 9:00 a.m. – 4:00 p.m.

15 2009 GLBT Institute on Transgender Identities & Experiences: A Workshop Focused on Personal Reflection & Professional Practices

Convention Center, 618

D. Chase Catalano, University of Massachusetts Amherst

Thomas Bourdin, Tufts University

Campuses reflect multiple gender identities/expressions, thus it is increasingly important for student affairs professionals to be well-versed and self-aware. Transgender individuals are not the only people who experience gender, so all must 'do our homework.' Through dialogue, reflective activities, and media images, the presenters will explore how gender is internalized, how gender/transgender oppression impacts everyone, and how to translate our awareness into transgender inclusion. This session has something to offer professionals at every level of ally development!

16 Latino/a Issues in Higher Education Institute: Nourishing Partnerships

Convention Center, 2A

Adriana Alicea-Rodriguez, The University of Texas at San Antonio

Alexander Gonzalez, University of New Mexico

This institute will focus on fostering a community of understanding and appreciation for issues pertaining to Latinos/as in higher education. The institute will address the following critical issues: history of Latino/as in NASPA; state of Latino/as in higher education; higher education policies affecting Latino/a students; immigration and language issues; identity and the student affairs profession; gender concerns; familial/cultural values; education; mentoring; networking; and professional development and growth in higher education. The Institute will also host the 'Comadre Circle' and 'Latino Male Summit.'

17

The Globalization of Graduate and Professional Student Education

Off-Site Venue: Transportation for this workshop is being provided and will depart at XX from Convention Place on Level 1 of the Convention Center.

Jessica Grace, Drexel University

Lisa Brandes, Yale University

Cheryl Gibson, University of Colorado-Denver, UC Denver Anschutz Medical Campus

Bridget Kelly, Seattle University

Katie O'Dair, Boston College

This workshop at nearby Seattle University will highlight how professionals can work with graduate and professional students to develop engaged and educated global leaders. Workshop sessions will focus on how global aspects of graduate and professional education fit within the university's strategic plan; resources and services for international students; and the need for interdisciplinary research and collaboration. Participants will also have the opportunity to discuss hot topics and share best practices from their own campuses.

18

Successful Partnerships for the Advancement of Indigenous Education

Convention Center, 602

Karen Francis-Begay, The University of Arizona

Justin Guillory, Northwest Indian College

Institutions are challenged to meet the increasing demands for an educated workforce. As higher education professionals, we should all be committed to meeting this challenge for indigenous students. Colleges and universities are working to develop best practices to not only prepare indigenous students for college, but recruit and graduate them so they are equipped to join a competitive workforce. With diminishing resources, indigenous higher education has been accustomed to 'doing more with less' by creating successful partnerships.

19

APPEX: Asian Pacific Islanders Promoting Educational eXcellence

Convention Center, 619

Jean Kim, University of Massachusetts Dartmouth

Raja Bhattar, University of Redlands

Marian Lien, Central Washington University

JoeAnn Nguyen, University of California, Los Angeles

Tasha Yules, Western Washington University

APPEX is an interactive summit designed to address the professional/leadership development of Asian American/Pacific Islander (API) student affairs professionals in a multiculturally competent and holistic context. This third annual pre-conference session will focus on the theme of "Empowering Ourselves, Sustaining Our Communities," specifically addressing issues of ethnic/cultural identity, racial identity, generational perspectives on self and society, personal/professional wellness, political partnerships, and inclusive community-building techniques. A core thread this year will be increasing awareness and appreciation of the diversity of cultures and experiences within the API community in an effort to build a more inclusive organization and effective support structures. The program will also address current API student issues related to leadership development and intersections of identities. APPEX welcomes graduate students, new professionals, mid- and senior- level administrators, and faculty.

21

NASPA Undergraduate Fellows Program (NUFP)

Convention Center, 3A

Lester Manzano, Loyola University Chicago

Shelia Higgs Burkhalter, University of Arkansas

The NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for undergraduate students wishing to explore and better understand the field of student affairs and/or higher education. This session is designed specifically for current NUFP fellows, and will focus on exploring a career in student affairs and/or higher education administration. This highly interactive workshop will bring current fellows together with program alumni, NUFP board members, and accomplished professionals in the field. You must be a NUFP fellow or mentor in order to attend.

9:00 a.m. - 4:00 p.m.

Sunday, March 8

22 African American Women's Summit: Fostering Relationships to Strengthen Our Resiliency in the Academy

Convention Center, 606

Wilma Henry, *University of South Florida*Renee Barnett Terry, *University of California, San Diego*Carolyn Brightharp, *ITT Technical Institute, Greenville*

Despite higher education's best effort to increase the representation of diverse populations, African American women continue to wrestle with racism, sexism, and homophobia within the academy. The African American Women's Summit will provide a forum for participants to hear from experts and engage in discussions regarding ways to strengthen their resiliency to further lifelong learning and sustainability in the academy. This interactive session will engage participants in sharing experiences, examining challenges and exploring strategies that promote relationships, vitality, and professional growth in the student affairs profession.

23 African American Male Summit

Convention Center, 607

Robert N. Page Jr., *The University of Kansas*Michael Cuyjet, *University of Louisville*Shaun Harper, *University of Pennsylvania*Brian Hemphill, *Northern Illinois University*Walter Kimbrough, *Philander Smith College*James Kitchen, *San Diego State University*Tony Ross, *California State University – Los Angeles*

The African American Male Summit provides professional development, fellowship, and networking among senior-level, mid-level, and new professional African American males in NASPA through informal and formal dialogue and mentoring. This workshop will allow participants to address issues of professionalism; family values and spirituality; mentoring and networking; professional growth; and ethics.

24 Mid-Level Institute for Small College & University Professionals

Convention Center, 608

Tammy Gocial, *Kenyon College*Tim Millerick, *Austin College*

Mid-level professionals at small colleges and universities play a unique role within the organization. They are supervisors, budget managers, change agents, programmers, and student advocates, and it is expected that they manage all of these tasks ethically and responsibly, yet there is often not much training on these issues at the entry level. This workshop will provide an intensive, but highly interactive professional development experience intended to broaden participants' perspectives on such issues as: supervision; legal and ethical issues; politics and organizational change; and being a reflective practitioner.

25 The Community College Institute

Convention Center, 620

Yvette Galloway, *Prince George's Community College*Debbie Kushibab, *Estrella Mountain College*Frankie Santos Laanan, *Iowa State University*Kate Mueller, *Orange Coast College*Denise Swett, *Foothill College*Lisa Waits, *Solano Community College*

This institute provides extended learning opportunities around two current and critical issues impacting community college student affairs: the growing challenge of underprepared students and developing student learning outcomes. The institute will provide an opportunity for community college professionals to work together to develop new and best practices for mitigating these challenges; discuss the importance of our commitment as educators; share strategies; experience tools and activities to manage these issues; and provide models of division- and institution-wide communication and shared responsibility for processes that incorporate strategies for measuring learning and helping students to become college-ready.

26**International Symposium 2009 – Nourishing Partnerships for Lifelong Learning: An International Dialogue**

Sheraton, Metropolitan (B)

Robert Shea, *Memorial University of Newfoundland*Danja Oste, *Deutsches Studentenwerk, Germany*Olga Rybalkina, *Palm Beach Atlantic University*

Celebrating its 14th anniversary, the NASPA International Symposium will gather student affairs leaders from around the world to engage in dialogue on international issues. The Symposium is the key 'venue' for professional collaboration and exchange in the field of student affairs for our international and U.S. colleagues. It offers an excellent program consisting of prominent speakers, panels of distinguished student affairs officers from different parts of the word, roundtables, and a unique opportunity to develop a global network.

27**Women's Centers: Making Feminist Partnerships Inclusive**

Convention Center, 603

Bridge Gorow, *Portland State University*Kristin Abell, *University of Missouri – Kansas City*Brenda Bethman, *University of Missouri – Kansas City*Chimi Boyd, *North Carolina Central University*Heather Gasser, *University of Idaho*Rita Jones, *Lehigh University*Chris Linder, *Colorado State University*Beth Rietveld, *Oregon State University*

This workshop will provide an opportunity for staff affiliated with campus women's and gender centers, graduate students, and other allies to gather for idea sharing, learning, and collaboration. In keeping with the theme of this year's conference, 'Nourishing Partnerships for Lifelong Learning,' this year's program will provide concurrent sessions organized around inclusivity. Sessions will cover such topics as confronting privilege, virtual women's centers, intergenerational feminism, career paths, leadership development, and scholarship.

2009 NASPA Multicultural Institute Strengthening Connections for Strategic Multicultural Leadership

December 10 – 12, 2009 • Hyatt Regency Dallas • Dallas, Texas

Call for Programs Deadline: July 17, 2009**Registration Deadline:** November 4, 2009

Half-day – 9:00 a.m. – 12:00 p.m.

28 Lifelong Learning Documented: An Introduction to Collaborative Partnerships through Electronic Portfolios

Convention Center, 614
 Juliet Blank-Godlove, George Mason University
 Darren Cambridge, George Mason University
 Kara Danner, George Mason University
 Kim Eby, George Mason University
 Julie Owen, George Mason University
 This session offers a case study of one institution's efforts to launch a student electronic portfolio. The initiative presented was co-developed between student affairs and academic affairs as part of a research project sponsored by NASPA. This interactive discussion will examine what it takes to collaborate across faculty and staff lines to create, implement, and evaluate a student development program using ePortfolios to encourage lifelong learning both inside and outside the classroom.

29 Moving beyond Event Planners to Educators: Successful Strategies to Promote Student Learning

Convention Center, 610
 Eva Frey Johnson, Pacific Lutheran University
 Amber Dehne, Pacific Lutheran University
 While Learning Reconsidered (ACPA/NASPA, 2004) reaffirmed the role of students affairs professionals as educators, it also created space for a new conversation. In an educational climate overwhelmed by outcomes-based education, how do we effectively promote student learning and authentic assessment while balancing the cognitive and psycho-social development of students? Presenters will share successful pedagogical strategies for transforming campus programs into learning opportunities. Participants will re-frame a campus program by drafting student learning outcomes and supporting curriculum based on a conceptual framework of multicultural education.

31 Crisis Management Plans: A How-To Approach

Convention Center, 612
 Grant Azdell, Randolph-Macon College
 Kristin Mogan, Lynchburg College
 Colleges and universities are under increasing pressure to 'be prepared' for just about every type of crisis. Parents, students, faculty, staff, and governments are asking more and more of professionals in higher education when it comes to protocols, safety, security, and reporting. This interactive workshop will explore the nuts and bolts of establishing a campus program based on the National Incident Management System used by all local, state, and federal responders.

32 Supervision 101: Developing Effective Supervision Skills for Graduate Students & New Professionals

Convention Center, 604
 Christina Gonzales, Arizona State University
 Mike Walker, The University of North Carolina at Wilmington
 Within the framework of student affairs practice, supervising staff is viewed as an essential process that is designed to support staff working towards the goals of the university while advancing their own professional development (Winston & Creamer, 1997). This program provides new supervisors and graduate students with practical knowledge and skill development on effective supervision.

33 Information Technology Accessibility: Understanding Barriers and Implementing Best Practices through Institutional Policy Development
Convention Center, 611
 Kaela Parks, University of Alaska Anchorage
 Terry Thompson, University of Washington
 Multiple recent research projects have assessed information technology (IT) in higher education and found that few institutions are adequately addressing the accessibility of educational technologies including websites, technology-equipped labs and classrooms, and distance-learning curricula. This session will define accessibility/usability as a spectrum, show that barriers impact many users, outline arguments for consideration of accessibility in web design and IT procurement decisions, and discuss how institutions can move forward in developing policies, procedures, and plans to improve the situation.

34 Parents and Families: Creating Partnerships for Student Success

Convention Center, 617
 Ryan Lombardi, Ohio University
 Anna Carey, Western Washington University
 Janet Castro, San Diego State University
 Tracy Clark, University of Nevada, Las Vegas
 Marjorie Savage, University of Minnesota
 Jeanine Ward-Roof, Florida State University
 Katherine Wartman, Boston College
 Brian Watkins, University of Maryland, College Park
 Parents and families of college students are now a fixture in the landscape of institutions. Colleges and universities are taking different approaches to parent involvement, but virtually every institution is faced with the decision about how they want to manage these important constituents. This institute will highlight key concepts and strategies for developing effective and healthy partnerships with parents and families to help facilitate student success.

35 Muddy Waters: How to Assess for Program Improvement AND Accountability!

Convention Center, 613
 Carrie Zelna, North Carolina State University
 Erin Bentrim-Tapio, The University of North Carolina at Greensboro
 Ted Elling, The University of North Carolina at Charlotte
 Darby Roberts, Texas A&M University
 Diane Waryas, College of Southern Nevada
 The term 'assessment' can mean different things to different people. The more programs you attend regarding the subject, the more confused you may become. A significant issue that is impacting assessment is the push for data for the purpose of accountability. At times this pressure seems contrary to the notion of assessing for program-level improvement. This workshop will focus on both purposes of assessment, when and how they can be combined effectively and the relationship to regional accreditation processes.

THE COMMUNITY COLLEGE EXECUTIVE LEADERSHIP EXPERIENCE (CCELE)

MARCH 5-7, 2010 CHICAGO, ILLINOIS

CCELE is a selective, two-year executive program in which senior student affairs officers spend the first year working with a coach and the second serving as a coach to a new class of fellows. Commencing with an initial two-day program prior to the 2010 NASPA Annual Conference, participants will increase and refine their knowledge and skill sets, developing a perspective to afford them a leadership edge.

for more information, attend session #61
 or go to www.naspa.org/programs/ccele



Half-day – 1:00 p.m. – 4:00 p.m.

36 Exploring Careers in Student Affairs: A Workshop for Undergraduates
Convention Center, 3A
Marlene Kowalski-Braun, Grand Valley State University
Renee Barnett Terry, Revelle College at the University of California, San Diego
Jacqueline Berger, University of Illinois at Chicago
Kristie Malley, NASPA
Julia Roberts, Davenport University
Nathan Victoria, NASPA

In this highly interactive session, undergraduates will have an opportunity to learn more about student affairs as a possible career choice. Topics will include: a brief overview of student affairs, the rewards of working on a college campus, ways to get relevant student affairs experience as an undergraduate, and graduate school as a pathway to the profession. Participants will also have a chance to network with faculty, graduate students, and student affairs professionals from colleges and universities across the country.

37 Diversity & Social Justice For All: Professional Development for Higher Education Students and Professionals
Convention Center, 616
Marcella Runell-Hall, New York University
Tanesha Barnes, New York University
Andrea Domingue, University of Massachusetts Amherst
Tammy Parks, New York University
Bindi Patel, New York University
Michelle Van-Ess, New York University

This session is representative of a 10-week professional development course called, 'FACTS' (Future Administrators Cultural Training Seminar) that has been in existence at New York University for the past ten years. FACTS is presented through NYU's Center for Multicultural Education and Programs, in conjunction with the Higher Education Administration program, and includes staff from many diversity-related offices at NYU. The FACTS program is an opportunity for graduate students and student affairs professionals to gain the necessary information to enhance their own personal development and knowledge regarding diversity and social justice issues. Participants in the program will also gain skills to take information – such as the connection between sustainability movements and social justice – back to student life and beyond. This session will focus on higher education through the lens of social identity, race, and religion.

38 Boundaries of Institutional Responsibility for Students
Convention Center, 610
Larry Moneta, Duke University
Deb Morarity, Towson University
 This discussion will take place in the form of a roundtable in order to explore ongoing and emerging issues related to the expanded roles of colleges and universities in the lives of their students. Institutional boundaries of responsibility for students have expanded in the last couple decades to a point where it is very difficult to discern aspects of students' lives which clearly fall beyond a realm of responsibility for colleges and universities.

39 From Combat to Campus: Serving Returning Veterans on Our Campuses
Convention Center, 612
Deborah Casey-Powell, Green River Community College
Peter Schmidt, Edmonds Community College
Al Souma, Seattle Central Community College

The Post 9-11 GI Bill provides the most comprehensive services for veterans since the origination of the GI Bill in 1944. Men and women returning to civilian life are seeking welcoming communities that provide support services for career and life transitions. This interactive presentation addresses physical and emotional challenges, current statistical data, and support services for veterans. Presenters will share resources, stories of veterans, and provide an overview of professional development trainings designed to improve civilian life transitions for veterans.

40 The Spirituality of Service-Learning: A Theory to Practice Workshop
Convention Center, 613
Kent Koth, Seattle University
Marshal Welch, St. Mary's College of California

Linking service-learning to spiritual development offers a powerful educational tool for student transformation. Yet, this connection can be controversial, messy, and challenge personal and institutional boundaries. Through this session, practitioner/researchers from two service-learning centers will draw upon several developmental research models to present a theoretical model for the spirituality of service-learning. Participants will subsequently have an opportunity to explore the opportunities, challenges, and practical application of this model through a series of interactive exercises.

41 Lifelong Lessons, Lifelong Learning: Nourishing Partnerships for Successful Student Leadership Experiences
Convention Center, 614
Sherry Early, University of Nevada, Las Vegas
Randy McCrillis, University of Nevada, Las Vegas
Jacob Murdock, University of Nevada, Las Vegas

It is the responsibility of leadership educators to build and nourish partnerships among colleagues and academia to foster student success in leadership education. Whether an emerging professional starting a new program or a seasoned professional overseeing campuswide initiatives, this session will offer best practices, practical application, thought-provoking dialogue, and promotion of the latest scholarship in the area of leadership education. Participants attending this workshop will engage in meaningful dialogue, select specialized program tracks, and build a functional workbook throughout the morning. Each track will include program development, curricular and co-curricular design approaches to leadership development, cutting-edge theoretical foundations, a focus on assessment, and "best practices."

42 Becoming a Senior Student Affairs Officer: Diverse Stories of How We Overcame
Convention Center, 617
Marie Ting, City University of New York
Joseph Bertolino, Queens College, City University of New York
Berenicea Eanes, John Jay College, City University of New York
Peter Jordan, LaGuardia Community College, City University of New York
Lisa Montgomery, Hostos Community College, City University of New York
Garrie Moore, City University of New York
Esther Peralez, The City College of New York, City University of New York

In seeking fulfilling careers in student affairs, new and mid-level professionals often seek the wisdom and guidance from those in more senior roles in the profession. A panel of current senior student affairs officers (SSAOs) that represent historically underrepresented populations will openly discuss the challenges that they have faced and overcome in their career path. The impact of gender, race, and sexual orientation on the work of an SSAO will be explored in an honest and frank dialogue.

43



The Student Affairs-Voluntary System of Accountability (VSA) Connection

Convention Center, 604
Lori Varlotta, California State University, Sacramento

Christine Keller, National Association of State Universities and Land-Grant Colleges (NASULGC)

This workshop provides participants with answers to three increasingly common VSA questions: What is the VSA? Why should I care about it? How should I go about doing it? More than simply offer a detailed explanation of the VSA College Portrait, the presenters will provide participants with concrete strategies for working with other campus leaders to create a College Portrait that addresses the accountability issue and serves as a valuable information piece for prospective students.

44

The Evolution of Tobacco-Free Policy: Student Affairs as Partner in Creating a Healthier Campus Environment

Convention Center, 611
Ty Patterson, Ozarks Technical Community College

Mary Deal, Clark College

Mary Alice Serafini, University of Arkansas

There is a movement among higher education institutions to make their campuses completely tobacco-free. Seventy community colleges, colleges, and universities have done so in the past five years. This workshop will provide information about the process of implementing such policies at the University of Arkansas, Clark College, Ozarks Technical Community College, and other institutions. Issues such as: rationale, communication, cost, enforcement, and the role of student affairs will be thoroughly discussed.

Highlights

SUNDAY, MARCH 8

Opening Session/
Keynote Speaker
Bertice Berry, PhD
5:00 p.m. – 7:00 p.m.
Convention Center,
Ballroom A-C

See page 6 for description



5:00 p.m. - 7:00 p.m.

Sunday, March 8

Professional Development Institute

As the role of the AOD practitioner becomes more complex, staff development and skills training become increasingly critical to the success of alcohol prevention efforts. Outside The Classroom and NASPA have developed a Professional Development Institute to help the next generation of AOD professionals be more effective in their roles.



CURRICULUM FOCUS

- Developing leadership and negotiation skills
- Maximizing your sphere of influence
- Aligning key stakeholders and gaining institutional buy-in
- Mobilizing communities around prevention

WHEN: Winter 2010

WHO: Professionals responsible for alcohol prevention

For more information, contact Cindy Berg at 781.726.6677 x162.

STAY AHEAD OF THE LEARNING CURVE

REACHING STUDENTS WHO WON'T WALK IN | BUILDING BETTER RELATIONSHIPS
DO YOU KNOW YOUR COUNSELING SERVICES?

Leadership Exchange

SOLUTIONS FOR STUDENT AFFAIRS MANAGEMENT VOLUME SIX • ISSUE THREE • FALL 2008

Student Mental Health
Choosing the Best Strategy

NASPA
Student Affairs Administrators in Higher Education



Whether you are beginning your career in student affairs, moving into middle management, or accepting a senior position, the responsibilities of your position are changing daily. *Leadership Exchange* provides in-depth articles on the most timely and critical issues in student affairs, and offers how-to's and tips that can be directly applied to your day-to-day operations.

**SUBSCRIBE TODAY AND RECEIVE
FOUR ISSUES FOR \$41!
PLUS SHIPPING AND HANDLING**

Subscribe online at <http://bookstore.naspa.org> or call 301-638-1749. Visit the NASPA Bookstore for more information.

Convention Center, 4E (NASPA Exhibit Hall)

NASPA poster sessions provide an opportunity for conference participants to view promising practices, innovative research, and successful campus programs from across the country. Posters will be available for conference attendees to peruse on their own from 9:00 a.m. – 3:00 p.m. on Monday and Tuesday. Poster presenters will be available Tuesday, from 9:00 – 11:45 a.m., to interact with conference participants, share additional information, and answer questions.

P1 The Eating Disorder Epidemic: Weightism, Oppression, and the Role of Higher Education

Kristine Noll, *Arizona State University*

Ninety-one percent of women on college campuses attempt to control their weight through dieting (Kirth et al, 1995). On average, 35 percent of 'normal dieters' progress to pathological dieting. Of those, 20-25 percent progress to partial- or full-syndrome eating disorders (Shisslak & Crago, 1995). Keeping these statistics and the societal pressure of weightism in mind, eating disorder prevention at institutions of higher education must take on a political dimension that challenges the system of oppression under which girls and women live.

P2 Engaging Faculty Outside the Classroom: Fridays at Newcomb

Rachel Spencer, *Tulane University*

Believe it or not, students are interested in academic topics outside of their major area of study and faculty enjoy the opportunity to talk about their research and areas of interest. Tap into this interest and connect faculty to programming with a presentation / activity series. Inviting faculty and staff from different disciplines to discuss their research (or a hobby) has quickly turned into a weekly program series that students don't want to miss. Find out exactly how we did it, how it works, and why it is sure to work for other campuses as well.

P3 Administrator and Faculty Perceptions of Distance Education in Student Affairs

Chris Charlton, *University of Central Arkansas*

This poster session will highlight research findings from a sequential, mixed-method study of student affairs administrator (N=754) and faculty (N=69) perceptions of distance education as preparation for employment in student affairs. Preliminary analysis indicates that roughly 80 percent of both administrators and faculty who participated in the study have reservations about distance education as preparation for employment in student affairs. A further look at the issues surrounding these reservations and recommendations for future research will be provided.

P4 Nourishing Relationships: A Study of Students and Faculty-in-Residence Learning Together

Amy Davenport, *University of Oklahoma*

Faculty-in-residence (FIR) programs increase opportunities for student-faculty interactions through programming and place of residence. Although FIR programs have gained popularity, studies have not yet focused on the lived experiences of participating faculty and students. Based on a study of these experiences, the presenter will share how students and faculty describe their experiences and perceptions of student success and how it relates to FIR programming.

P5 Investigating Exposure to Male Development Theory in Student Affairs Graduate Preparation Programs

Matthew Sullivan, *Oklahoma State University*

Attention has recently shifted to the perceived problem of a lack of development of college men. Several professionals have offered explanations and solutions for this problem. One such solution includes offering students in graduate preparation programs more exposure to male-specific student development theories. This presentation will describe the results of research done to determine the amount and kinds of exposure to these theories that student affairs graduate preparation programs across the country currently provide to their students.

P6 Do Parent Programs Pay Off?

Marjorie Savage, *University of Minnesota*

Becky Hippert, *University of Minnesota*

As increasing numbers of colleges and universities consider creating or expanding parent/family programs and services, they face critical questions: Are parent/family programs effective? Are they worth the investment? The presenters will address these questions by examining the results of a 2008 survey of parents of undergraduate students at the University of Minnesota to show how families use parent information and services.

P7 Two Successful Tools for Connecting Student Affairs with Faculty

Diana Pace, *Grand Valley State University*

Bart Merkle, *Grand Valley State University*

Targeted toward student affairs administrators interested in improving partnerships between academic and student affairs, this presentation will showcase two examples of publications, designed to connect faculty with student affairs. The publications, developed by the Dean of Students Office and distributed once a semester, contain useful information on student characteristics and academically related activities sponsored by student services. Presenters will share their rationale, as well as information on how to develop the publications in a concise and inexpensive manner.

P8 Utilizing Alumni as a Resource to Create More 'Expert' Students on Campus

Heather Lindsay-Carpenter, *Portland State University*

Even the most seasoned student can benefit from a mentoring relationship. At Portland State University, alumni 'experts' who have graduated and continued on to work in their chosen career fields are partnered with undergraduates. The primary goal of the pilot mentoring program is retention, accomplished by using alumni as a resource to create 'expert' students and by fostering a deeper connection between students and the institution.

P9 The History of LGBT Resource Centers in Higher Education

Heidi Stanton, *Washington State University*

This presentation provides a historical overview of the development of LGBT Resource Centers in institutions of higher education across the United States, including the role of resource centers in the identity development process, retention, and success of LGBT college students.

P10 Increasing Retention and Graduation for African American Male Student-Athletes

John Hamilton, *California State University, Long Beach*

Stephen Brown, *Azusa Pacific University*

This poster presentation will explore the expectations of African American male student-athletes to perform in the academic arena, including research on reasons why African American male student-athletes are retained and graduate.



P11 Utilizing a 'Students-of-Concern' Program to Partner with Students to Ensure Safety and Success
Michael Vinson, *College of Charleston*
Jeri Cabot, *College of Charleston*

Working effectively with students of concern means tracking and evaluating reports of potential risks of harm, as well as using a risk management protocol to partner with students to ensure their safety and successful functioning. This poster presentation will demonstrate a tracking database, present data on common categories of user issues, and illustrate how to match appropriate risk management interventions and readiness to initiate change with the goals of managing students' needs and preserving safety.

P12 Freshman 'Friendsickness': How Existing Relationships Affect Forging New Ties in College
Shelley Friesz, *Saint Louis University*

Research on college students has identified connectedness and peer relationships as salient aspects of the transition to college. In researching the concept of friendsickness, defined here as the experienced challenge of withdrawal from existing friendships as students enter college (Paul & Briar, 2001), the presenter looks at its occurrence through a mixed methods research design. The poster reflects study findings, significance, and conclusions that can inform work with entering students.

P13 Analyzing Student Development Encouraged by a College Programming Board Experience
Cara Sheaffer, *University of Minnesota*

The purpose of this study was to determine whether the Minnesota Programs and Activities Council (MPAC) internship encouraged positive student growth by analyzing Arthur Chickering's Vector Theory of Identity Development and the University's student development outcomes. All MPAC students received a survey; in addition, ten participated in interviews. The collected data demonstrated that the internship fostered positive student development among tangible outcomes and vectors. Because the internship is focused on the event planning process, more abstract skills were not universally affected.

P14 Lifelong Learning: A Feast that Will Feed the Body and Mind when Properly Prepared
Gwenn Pasco, *University of North Texas*

This session will highlight learning theory, the TRPP (Theory, Research, Practice, Principles) model, and institutional factors that support the development and creation of lifelong learners in the hopes that these factors can be integrated into the body of the university curriculum. The presenter will outline theory, a practical model, and institutional supports needed to develop a culture of lifelong learners. The results of this presentation can be used by university administrators and students in developing opportunities that support the goals of promoting lifelong learning.

P15 Latino and Multiracial Identity Development Models: An Analysis Using Scholarly Personal Narrative
Carol Bradley, *University of Washington*

Using scholarly personal narrative, a graduate student – who sometimes identifies herself as Puerto Rican, Latina, or Okie Rican – reflects upon her identity development journey from childhood to college graduation. She compares her story to four identity development models. No one model adequately captures her experiences, but combined they more fully describe her identity development process. Possible areas of discussion exist around the models, common themes, gaps, and recommendations for further research into Latino and multiracial identity development models.

P16 Helicopter Parents: Are Today's Parents Too Involved in the Lives of College Students?
De'Sha Wolf, *University of California, Los Angeles*

Significant media coverage has been devoted to the 'helicopter parent' phenomenon. Unfortunately, very little empirical research documents the expansiveness of this problem or devotes attention to the range of parent involvement behaviors in college and how they may vary by student population. Utilizing data from the 2006 University of California Undergraduate Experience Survey (UCUES), this study employs descriptive and multivariate analyses to explore how factors such as social class, ethnicity, and gender influence students' satisfaction with parental involvement.

P17 The Impact of an Online Wellness Course on the Wellness Behaviors of Online Graduate Students
Lynda Konecny, *A.T. Still University*

The concept of developing and providing resources for student wellness in higher education emerged in the 1970s. College and university professionals agree that students are more successful when they have balance in areas of wellness. Wellness resources have been provided for residential students, but relatively few have been developed for online students. This research study focused on determining whether participation in a facilitated online course could be effective in increasing the wellness behaviors of online graduate students.

P18 Universal Design of Distance Learning
Lyla Crawford, *University of Washington*

Using the Internet to deliver distance learning has the potential to reach everyone, including instructors and students with a wide range of abilities and disabilities. However, this potential has not been realized. This poster will provide resources on universal design principles that can be applied to make Internet-based distance-learning classes accessible to people with disabilities.

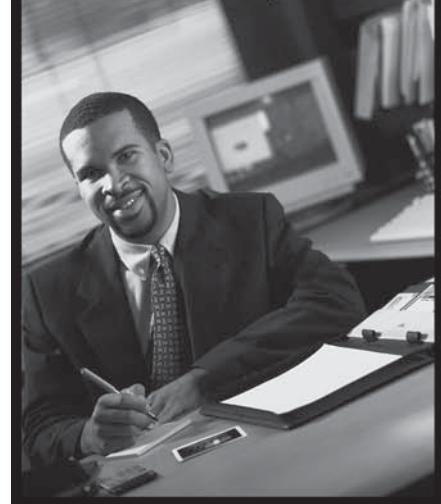
P19 Serving APIs: New Research on Asian Identity and its Implications
Danny Pham, *Seattle University*
Melissa DeVivar, *Seattle University*

Asian Pacific Islanders are one of the fastest-growing racial groups in both the United States and higher education. With this increase, it becomes critically important for administrators to understand what educational and social considerations will be required. This session will help professionals at varied levels make those considerations through findings from primary and secondary research on API identity. Additionally, examples of best practices grounded in existing research will be provided.

**Considering retirement
in the next few years?
Find yourself
between positions?
Have a position you
would like to fill on
an interim basis with a
seasoned professional?**

**FIND OUT MORE ABOUT THE
INTERIM
ADMINISTRATOR
PROGRAM**

**Talk with Interim Administrator
program coordinator
at NASPA Booth
Monday & Tuesday 1:30-3:00**



Poster Sessions - NASPA Excellence Awards Winners

GRAND GOLD MEDAL AWARD WINNER

Gold Winner – Student Health, Wellness, Counseling, and Related Category

P21 **The STEPS Alcohol Screening and Brief Intervention Program**
M. Dolores Cimini, *University at Albany, The State University of New York*

Developed, implemented, and rigorously evaluated for the past three years at the University at Albany, the STEPS Program is a comprehensive Screening and Brief Intervention (SBI) strategy based on the NIAAA Tier I Brief Alcohol Screening and Intervention for College Students (BASICS) model and is designed to: 1) reduce alcohol use frequency and quantity, and 2) reduce associated negative consequences by adapting interventions to meet the very distinct and complex needs of three target populations of high-risk drinkers: first-year students, student-athletes, and students seeking primary health and mental health care on campus.

GRAND SILVER MEDAL AWARD WINNER

Gold Winner – Off Campus, Commuter, Non-traditional, Graduate, Professional, and Related Category

P22 **The Individual Learning Plan**
Elizabeth A. Price, *Sinclair Community College*

Sinclair Community College's Individual Learning Plan (ILP) connects at-risk students with an innovative, holistic advising program designed to increase success, retention, and graduation rates. The ILP academic coaches (counselors) support at-risk students in attaining the skills and information they need for a smooth, successful transition into college. Academic coaches assist students by coaching them to develop important skills and a higher level of self-efficacy, reviewing strategies to improve learning and study skills using the Jung Typology and Learning and Study Strategies Inventory (LASSI), identifying campus and community resources, devising a plan to pay for educational expenses, creating a class schedule and registering for classes, and building a strong student-coach relationship.

GRAND BRONZE MEDAL AWARD WINNER

Gold Winner – International, Multi-cultural, Cultural, Gender, LGBTQ, Spirituality, Disability, and Related Category

P23 **NYU's Hip-Hop and Pedagogy Initiative**
Richard Chavolla, *New York University*
Marcella Runell Hall, *New York University*

Recognizing New York University's mission of public service and the Division of Student Affairs' hallmarks of learning, diversity, and community, the Center for Multicultural Education and Programs (aka, the Center) created the Hip-Hop and Pedagogy Initiative in the fall of 2007. The Initiative began after a successful Welcome Week event focused on hip-hop and education, and later grew into a working pedagogy group comprised of NYU faculty, administrators and staff, which eventually included community-based non-profit leaders and graduate and undergraduate students. The initiative serves as an umbrella for the NYU community for hip-hop programming and events, and offers cutting-edge resources and referrals for academic-based hip-hop courses and trainings.

Gold Winner – Housing, Residence Life, Campus Security, Contracted Services, Judicial, and Related Category

P24 **NYU's Informed Choices (IC)**
Melissa Tihinen, *New York University*

The Informed Choices (IC) program was developed to address the increase of alcohol and other drug violations occurring in the residence halls and to provide students with a critical learning opportunity. After violations are identified, hall directors are easily able to sanction students to IC Alcohol or IC Marijuana, based on the student's need as determined in a conduct meeting. The IC curricula utilize the following evidence-based techniques: risk reduction, social norming, motivational interviewing, and the decisional balance. The curricula are dynamic and continually emended considering emerging research, and student and facilitator feedback.

Gold Winner – Careers, Academic Support, Service Learning, Community Service, and Related Category

P25 **American University Alternative Breaks: Journeys toward Social Justice**
Shoshanna Sumka, *American University*

Alternative Breaks at American University have a distinctive social justice framework and an orientation toward social activism, characteristics that are closely aligned with the university's Statement of Common Purpose and aspiration for students to put "Ideas into Action, and Action into Service." Coordinated by the Community Service

Center in the Office of Campus Life, these student-driven, service-learning experiences take students to destinations all over the world, where they immerse themselves in explorations of some of the most pressing social problems of our time. Through partnerships they forge with local grassroots organizations, students learn, hands-on, about the movement for indigenous rights in Ecuador, the impact of HIV/AIDS in South Africa and Zambia, caste-based discrimination in India, the economic plight of Native American people on the Tohono O'Odham Reservation in Arizona, and more.

Gold Winner – Student Union, Student Activities, Greek Life, Leadership, and Related Category

P26 **University of Nevada, Las Vegas Leadership & Civic Engagement Minor**
Jennifer Gray, *University of Nevada, Las Vegas*

Since its inception in 2007, the Leadership and Civic Engagement (LCE) minor at the University of Nevada, Las Vegas has quickly evolved from a pilot class into a robust eight classes totaling 24-academic credits. This minor is housed in the College of Education with all of the instruction being provided by student affairs staff. LCE was a concept born in 2001 at UNLV when a small group of student affairs professionals examined existing programs, assessed the leadership development of students through the administration of the Socially Responsible Leadership Scale (Tyree, 1998), and conducted a benchmarking study. This initial exploration remained an idea until new staff members and UNLV's 2006 participation in the Multi-institutional Study of Leadership (MSL) combined to breathe new life into the concept, which has become the LCE Minor. The chief finding of the MSL found that the strongest leadership development outcomes for students occurred when leadership, diversity, and community service were all present in the student experience.

Gold Winner – Administrative, Assessment, Information Technology, Fundraising, Professional Development, and Related Category

P27 **Integral Formation: From Our Personnel to Our Students**
Humberto Muniz, *Tecnológico de Monterrey*

The Students Affairs Training and Development Program (PCDAE, by its Spanish initials) emerged in 1996 with the mission of contributing to the comprehensive formation of staff who integrate the student affairs division through appropriate courses and activities conforming their needs, with an approach of continuous improvement in order to be internationally competitive in their knowledge field. Through the commitment of the students and co-workers, Tecnológico de Monterrey has trained more than 15.000 employees. PCDAE averages 30 courses per year in 15 different areas.



2009 National Conference for **College Women Student Leaders**

June 4–6, 2009

University of Maryland, College Park, Maryland



"This conference opens your eyes to the many opportunities available to women who hope to be active in their local community and on a national level."

— Stacie McAferty, Gonzaga University

Encourage your students to attend this signature leadership event!

The National Conference for College Women Student Leaders offers young women a unique opportunity to hone their leadership skills for work on their campus, in their communities, and in their future careers.

At this two-and-a-half day conference in the Washington, D.C., metro area, participants will have the opportunity to meet and network with nationally prominent women and other student leaders from across the country. They can also attend workshops on advocacy, leadership development, health and wellness, financial literacy, and other relevant topics.

We ask that you not only encourage your students to attend but also sponsor and support them financially. Discounts are available for campuses that send multiple students.

For more information, visit www.nccwsl.org.



Monday Schedule

7:00 a.m. – 9:00 a.m.	8:30 a.m. – 4:30 p.m.	12:30 – 1:30 p.m.
Community College Division Meeting Sheraton, Juniper	Graduate Students and New Professionals Case Study Competition Hyatt, Chinook	NASPA Undergraduate Fellows Program (NUFP) Summer Leadership Institute Faculty Meeting Sheraton, Juniper
7:00 a.m. – 8:45 a.m.	9:00 a.m. – 3:00 p.m.	1:45 p.m. – 3:00 p.m.
NASPA President's Breakfast for Faculty Sheraton, Metropolitan (B)	Exhibit Hall Open Cyber Café Convention Center, 4E (Exhibit Hall)	Featured Session – "Telling" Convention Center, 6 (A & B)
7:30 a.m. – 9:00 a.m.	9:00 a.m. – 11:00 a.m.	Student Affairs Development and External Relations Knowledge Community Meeting
Asian Pacific Islander Knowledge Community Breakfast Meeting Hyatt, Leonessa (II)	Student Leadership Programs Knowledge Community Leadership Team Meeting Sheraton, Everett	Sheraton, Metropolitan (A)
7:30 a.m. – 8:30 a.m.	Technology Knowledge Community Leadership Team Meeting	1:45 p.m. – 2:45 p.m.
Professional Standards Division Meeting Sheraton, Ravenna	Sheraton, Metropolitan (A)	Student Affairs Assessment, Evaluation & Research Knowledge Community Consultation Sessions Hyatt, Washington
7:45 a.m. – 8:45 a.m.	9:00 a.m. – 10:00 a.m.	Panel of Listeners
Panel of Listeners Convention Center, Level 4 North Lobby	NASPA Undergraduate Fellows Program (NUFP) Regional Coordinator and Knowledge Community Representatives Meeting Sheraton, Cirrus Room (35th Floor)	Convention Center, Level 4 North Lobby
8:00 a.m. – 10:00 a.m.	9:15 a.m. – 10:15 a.m.	2:00 p.m. – 3:30 p.m.
International Education Knowledge Community Planning Meeting Hyatt, Menzies Suite	Parents Research Team Meeting Hyatt, Douglas (Boardroom)	NASPA Regional Awards Coordinators Meeting Sheraton, Madrona
8:00 a.m. – 9:15 a.m.	10:15 a.m. – 10:45 a.m.	3:00 p.m. – 4:30 p.m.
African American Knowledge Community Business Meeting Hyatt, Discovery	Refreshment Break Convention Center, 4E (Exhibit Hall)	Latino/a Knowledge Community Business Meeting Hyatt, Princessa (II)
8:00 a.m. – 9:00 a.m.	10:45 a.m. – 12:00 p.m.	3:15 p.m. – 4:45 p.m.
New Professionals and Graduate Students Knowledge Community Morning Mixer/Meeting Hyatt, Sherman	Featured Speaker – Kip Fulbeck Convention Center, 6 (A & B)	Student Affairs Assessment, Evaluation & Research Knowledge Community Leadership Team Meeting Sheraton, Alki Board Room
8:00 a.m. – 8:45 a.m.	12:00 p.m. – 2:00 p.m.	3:15 p.m. – 4:30 p.m.
Campus Safety Knowledge Community Orientation/Business Meeting Sheraton, Capitol Hill	NASPA Think Tank Meeting (Invitation Only) Sheraton, Greenwood	NASPA Think Tank Meeting (Invitation Only) Sheraton, Greenwood
Spirituality and Religion in Higher Education Knowledge Community Meeting	12:00 p.m. – 1:00 p.m.	3:30 p.m. – 5:00 p.m.
Sheraton, Cedar	NASPA Past Presidents' Luncheon Hyatt, NASPA President's Suite, 3005	Alcohol and Other Drug Knowledge Community Meeting Hyatt, Portland
8:00 a.m. – 8:45 a.m.	12:15 p.m. – 1:15 p.m.	NASPA Excellence Awards Coordinators Meeting
Panel of Listeners Convention Center, Level 4 North Lobby	Panel of Listeners Convention Center, Level 4 North Lobby	Hyatt, Portland (A)
8:00 a.m. – 8:45 a.m.	3:30 p.m. – 4:30 p.m.	Clemson University Study Abroad Reunion
Spirituality and Religion in Higher Education Knowledge Community Meeting Sheraton, Cedar	Panel of Listeners Convention Center, Level 4 North Lobby	Hyatt, Stevens

Monday, March 9

<p>5:00 p.m. – 6:00 p.m.</p> <p>Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues Knowledge Community Open Meeting Convention Center, 603</p> <p>Region I Business Meeting Convention Center, 611</p> <p>Region II Business Meeting Convention Center, 612</p> <p>Region III Business Meeting Convention Center, 607</p> <p>Region IV-East Business Meeting Convention Center, 606</p> <p>Region IV-West Business Meeting Convention Center, 604</p> <p>Region V Business Meeting Convention Center, 608</p> <p>Region VI Business Meeting Convention Center, 609</p>	<p>7:00 p.m. – 8:30 p.m.</p> <p>Association for Christians in Student Development (ACSD) Dessert Reception Hyatt, Sealth</p> <p>Baylor Alumni and Friends Hyatt, Stevens</p> <p>Boston University Reception Sheraton, Ballard</p> <p>City University of New York Sheraton, Douglas</p> <p>Clemson University Reception Sheraton, Everett</p> <p>Colorado State University Reception Hyatt, Leonessa (I)</p> <p>Friends and Alumni of Western Michigan University Sheraton, Greenwood</p> <p>Friends of Kent State Reception Sheraton, Leschi</p> <p>Friends of Penn State University Reception Sheraton, Ravenna</p> <p>Friends of the University of Alabama Sheraton, Medina</p> <p>Friends of Western Washington University Reception Sheraton, Kirkland</p> <p>Indiana University Reception Hyatt, Leonessa (III)</p> <p>Miami University Alumni & Friends Reception Hyatt, Chinook</p> <p>National Association for Campus Activities (NACA) Reception Sheraton, Madrona</p> <p>National Orientation Directors Association (NODA) Reception Hyatt, Tolmie</p> <p>National Panhellenic Conference Reception Hyatt, Princessa (II)</p> <p>St. Cloud State University Alumni Reception Hyatt, Washington</p> <p>The State University of New York (SUNY) Student Affairs Reception Sheraton, Admiral</p> <p>University of California Reception Hyatt, Leonessa (II)</p>	<p>University of Kansas Alumni/Alumnae and Friends Reception Hyatt, Eliza Anderson Amphitheater (Foyer)</p> <p>University of Maryland Friends and Alumni Reception Hyatt, Cayuse</p> <p>University of South Florida College Student Affairs Alumni Reception Hyatt, Discovery</p> <p>Washington State University Division of Student Affairs Open Reception – No Host Sheraton, Juniper</p> <p>Western Illinois University Student Services Alumni & Friends Reception Hyatt, Princessa (I)</p>
<p>5:30 p.m. – 7:00 p.m.</p> <p>University of Wisconsin La Crosse Alumni & Friends Event Hyatt, Sherman</p>	<p>7:00 p.m. – 8:15 p.m.</p> <p>Friends of The University of Alabama Sheraton, Everett</p>	
<p>5:30 p.m. – 6:30 p.m.</p> <p>NASPA Undergraduate Fellows Program (NUFP) Reception Sheraton, Cirrus Room (35th Floor)</p>	<p>7:00 p.m. – 8:00 p.m.</p> <p>Community College Reception Sheraton, Aspen</p>	
<p>6:00 p.m. – 7:15 p.m.</p> <p>Women in Student Affairs (WISA) Knowledge Community General Interest Meeting Sheraton, Issaquah</p>	<p>8:00 p.m. – 9:30 p.m.</p> <p>NASPA's Center for Women, Women in Student Affairs (WISA) Knowledge Community, and Manicur Symposium Alumnae Reception Hyatt, Blewett Suite</p>	
<p>6:00 p.m. – 7:00 p.m.</p> <p>Health in Higher Education Knowledge Community Leadership Team Meeting Hyatt, Douglas (Boardroom)</p>	<p>8:30 p.m. – 9:00 p.m.</p> <p>NASPA Foundation Live Auction Sheraton, Metropolitan (B)</p>	
<p>6:30 p.m. – 8:30 p.m.</p> <p>Foundation Recognition Reception (Invitation Only) Sheraton, Metropolitan (A)</p>	<p>9:00 p.m. – 11:00 p.m.</p> <p>Region I Reception Sheraton, Aspen</p>	
<p>Virginia, North Carolina, South Carolina Reception Fox Sports Grill, 522 6th Ave</p>	<p>Region II Reception Sheraton, Willow (A)</p>	
<p>7:00 p.m. – 9:00 p.m.</p> <p>Graduate Preparation Program Fair Convention Center, 6E</p>	<p>Region III Reception Sheraton, Willow (B)</p>	
<p>NASPA Communities Gala Convention Center, 6E</p>	<p>Region IV-East Reception Sheraton, Grand Ballroom (A)</p>	
	<p>Region IV-West Reception Sheraton, Grand Ballroom (B)</p>	
	<p>Region V Reception Sheraton, Grand Ballroom (C)</p>	
	<p>Region VI Reception Sheraton, Grand Ballroom (D)</p>	
	<p>9:30 p.m. – 11:30 p.m.</p> <p>Ohio State University Alumni and Friends Reception Sheraton, Cedar</p>	



9:30 p.m. – 11:00 p.m.

Alumni and Friends of Eastern Illinois University

Sheraton, Douglas

Friends and Family of George Washington University

Sheraton, Madrona

Gay, Lesbian, Bisexual, and Transgender (GLBT) and New Professional and Graduate Student Knowledge Communities Joint Reception

Hyatt, Leonessa (II)

Golden Key International Honour Society Members & Friends

Hyatt, Portland

Grand Valley State University Alumni & Friends Social

Hyatt, Discovery

Michigan State University Spartan Social

Hyatt, Douglas (Foyer)

Northern Illinois University Friends and Alumni Reception

Hyatt, Princessa (II)

Seattle University Alumni & Friends Reception

Hyatt, Tolmie

Southern Illinois University Carbondale Reception

Hyatt, Stevens

Southern Methodist University Alumni and Friends Reception

Sheraton, Ravenna

University of Missouri Alumni & Friends Reception

Hyatt, Portland

9:30 p.m. – 10:30 p.m.

University of Louisville & All Kentucky Friends

Hyatt, Menzies Suite

ROUNDTABLE SESSIONS

Monday – 7:30 a.m. – 8:30 a.m.

45 **Accommodating Saudi Students: Empirical Tips for Faculty and Staff**
 Convention Center, 616
 Sandra Coyner, The University of Akron
 Nasser Razek, The University of Akron
Circumstances of Saudi students' presence on American campuses and how institutions can best accommodate these students, including their expectations, challenges, adjustment factors, and needs, will be discussed. Audience participation is expected to enrich the discussion with various viewpoints. A primary goal of the session is to provide valuable guidelines for administrators and faculty dealing with international students.

47 **Assistant and Associate Vice President for Student Affairs Roundtable**
 Convention Center, 612
 Annemarie Seifert, Georgia Southern University

Although many student affairs professionals wear multiple hats, working in the vice president's office provides a unique frame for service to a division and institution. Most assistant/associate vice presidents spend a great deal of time nurturing partnerships with the chief student affairs officer, as well as multiple campus constituents, academic colleagues, community members, and departments within their portfolio. Although roles and partnerships are different from institution to institution, dialogue with those in similar roles can be valuable and contribute to lifelong learning.

48 **A Conversation for SSAOs: Doing More with Less, or Succeeding in a Much More Complicated Environment**

Convention Center, 613

Leah Ross, MGT of America, Inc.
Peg Blake, Southern Oregon University
Tom Jons, MGT of America, Inc.
Dave McDonald, Western Oregon University
Tim Phillips, St. Ambrose University

This session for SSAOs will encourage dialogue in response to difficult questions about doing more with less and realizing success in increasingly complicated environments. Facilitators include leaders in student affairs and academic affairs who have weathered significant storms that resulted in layoffs, consolidation of offices and functions, and the creation of new ways of doing business. The purpose is to share ideas and encourage creative thinking on these topics in order to help prepare leaders for the inevitable continuation of shrinking budgets.

49 **Dual-Career Couple Searches in Higher Education**

Convention Center, 609

Monica Nixon, Seattle University
Bernie Liang, University of Washington-Tacoma
Bridget Turner Kelly, Seattle University

Being personally and professionally prepared for a career move can be challenging, perhaps even more so when balancing searching for positions with maintaining personal relationships. Participants in this facilitated roundtable will hear personal narratives about dual-career searches, have an opportunity to share their own experiences and questions, and receive articles and websites with resources for dual-career couples. Additionally, strategies to enhance institutions' preparedness in supporting candidates will be shared.

50 **Graduate Preparation Programs: Is it Time to Consider Accreditation?**
 Convention Center, 615
 Donna Talbot, Western Michigan University

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently stopped accrediting student affairs master's programs. While this change affected few programs, it did spark conversation among faculty about accreditation or other forms of regulation for student affairs graduate programs. The goal of this roundtable is to have an open conversation about the perceived need for and benefits of formal regulation, as well as to gather the sentiment of faculty and other colleagues.

51 **Pathways to Success: Bringing Back the Suspended Student**
 Convention Center, 611
 Patrick McPeak, Syracuse University

Students returning to campus after being involuntarily separated for an extended period of time often find little to no support upon their return. At Syracuse University, staff in the Office of Judicial Affairs identified this need for support and created the 'Pathways to Success' program, designed to reconnect students to the university community. The presenter will explain in detail the program curriculum, assessment techniques, and the successes of suspended students who have completed 'Pathways.'

7:30 a.m. - 8:30 a.m.

Monday, March 9

9:00 A.M. – 12:00 P.M.

EXTENDED SESSION

53 Eye of the Storm: Northern Illinois University's Leadership Strategies in a Time of Crisis
 
Sheraton, Grand Ballroom (B/C)
 Brandi Hepner LaBanc,
Northern Illinois University
 James Brunson, *Northern Illinois University*
 Brian Hemphill, *Northern Illinois University*
 Linda Herrmann, *Northern Illinois University*
 John Jones, *Northern Illinois University*
 Micky Sharma, *Northern Illinois University*
 Kelly Wesener, *Northern Illinois University*

Violence is no longer a threat to our campuses; it is a reality for which we must prepare. On February 14, 2008, a lone shooter took the lives of five students when he opened fire in a lecture hall on Northern Illinois University's (NIU) campus. Members of the NIU Crisis Response Team will share their account of the tragedy, their critical response, and their words of wisdom. Participants are encouraged to bring questions related to crisis planning and response for the panel to address.

**MINI-INSTITUTE:
PARTNERSHIPS**

54 Forging Student Affairs-Faculty Partnerships to Promote a Culture of Learning
 
Convention Center, 401
 Frank Shushok, *Baylor University*
 Scott H. Moore, *Baylor University*

One of the most significant ways to create a culture focused on student learning is to reorganize student life in ways that foster student learning holistically, nurtured through collaborations among faculty, student affairs professionals, and students. This interactive mini-institute will facilitate a conversation about the power of student affairs-faculty partnerships, and provide steps for advancing these collaborations on campus.

Monday – 9:00 a.m. – 10:15 a.m.

55 Assessing Student Learning in Co-Curricular Activities
 
Convention Center, 3B
 Peggy Holzweiss, *Texas A&M University*
 Carly Mayes, *Texas A&M University*
 Sandi Osters, *Texas A&M University*
 Darby Roberts, *Texas A&M University*

Do students learn through their co-curricular activities? How do organization advisers assist with that learning? One recent research project explored these questions. Presenters will share the results of the research, along with tools developed by Texas A&M University staff to document students' skill development within their co-curricular activities.

56 The Beginning of the End: Starting Up an All-Male Rape Prevention Group
 
Convention Center, 617
 John Foubert, *Oklahoma State University*
 Adam Lalor, *One in Four, Inc.*

Creating safe learning environments on college campuses requires that they be free of sexual assault. Engaging men in prevention efforts is critical to this process. This session, targeted toward graduate students and new professionals looking for a way to make a difference, will share specifics about how to recruit, select, train, and advise a group of men on campus to begin to end the problem of rape through techniques proven effective by research.

57 Calling All Brothers: Facilitating Purposeful Engagement among Black Male Collegians
 
Convention Center, 606
 Terrell Strayhorn, *The University of Tennessee, Knoxville*
 Fred McCall, *University of South Florida*

Still today, only 30 percent of African American men who enter college earn a bachelor's degree within 5-6 years. Moreover, recent data suggest that differences in degree attainment between men and women are more pronounced among African Americans than any other racial group. While we know that student engagement matters, many student affairs professionals report difficulty in promoting engagement among Black men. In this session, the presenters will draw upon findings from a recent study and existing literature to offer recommendations about practices that hold promise for facilitating purposeful engagement among this population of students.

58 College Student Success and Parental Involvement: Partnerships for Lifelong Learning
 
Convention Center, 4C (1)
 Eric Rivera, *San Diego State University*
 Janet Crump Castro, *San Diego State University*
 Michelle DuBord, *San Diego State University*
 Reynaldo Monzon, *San Diego State University*

This presentation describes San Diego State University's (SDSU) Centralized Aztec Parent Programs Model and highlights the results of a study that analyzed the impact of this model on college student success. Academic performance data of first-time freshmen whose parents either were or were not members of the Aztec Parents Association were collected and analyzed. The findings will be discussed in terms of SDSU's parent partnership model and key institutional outcomes. Current Aztec parents will share their experiences in support of student success.

59 Connecting the Unconnected: The Faculty Partner Program
 
Convention Center, 616
 Wayne Young, Jr., *Creighton University*
 Ricardo Ariza, *Creighton University*
 Joe Ecklund, *Creighton University*

Many authors urge student affairs practitioners to span boundaries and involve themselves in the lives and work of our academic colleagues – to collaborate, partner, and be a 'boundary spanner.' The presenters will provide an overview of an innovative effort in which faculty are being placed in traditional student affairs units, and share what students, staff, and faculty can learn as a result of this new partnering.

60 Counseling Centers Today: A Review of Results from the AUCCCD Directors Survey
 
Convention Center, 611
 Victor Barr, *The University of Tennessee, Knoxville*
 Martha Christiansen, *Arizona State University*
 Sandy Colbs, *Illinois State University*
 Gregory Eells, *Cornell University*
 Dan Jones, *Appalachian State University*
 Bruce Meyer, *Oswego State University*

The Association for University and College Counseling Centers Directors (AUCCCD), an organization that represents 661 counseling services at four-year colleges and universities, conducts an annual survey of its members. AUCCCD board members will present key findings from the annual survey, discuss trends and issues arising at the national level for counseling centers, and offer their thoughts on implications for the future.



9:00 a.m. - 10:15 a.m.

Monday, March 9

61 Creating a Leadership Edge: The Community College Executive Leadership Experience

Convention Center, 4C (4)

Magdalena de la Teja, *Austin Community College*

Debbie Kushibab, *Estrella Mountain Community College*

Edward Shenk, *Alliant International University*

George Young, *Broward Community College*

The skills acquired as student affairs professionals provide many of the qualities needed to be a leader of the 21st-century community college. Come learn from this panel of community college leaders about the new Community College Executive Leadership Experience (CCELE), a selective, two-year executive program in which senior student affairs officers spend the first year working with a coach and the second serving as a coach to a new class of fellows. Commencing with an initial two-day program prior to the 2010 NASPA Annual Conference, participants will increase and refine their knowledge and skill sets, developing a perspective to afford them a leadership edge.

62 Diversity Training for Student Leadership Development

Convention Center, 607

Katie Baxter, *Saint Mary's College of California*

Joan Iva Cube, *Saint Mary's College of California*

Recent research demonstrates that diversity training is necessary for student leadership, yet student affairs professionals often feel unprepared to facilitate such activities. Through presentation, discussion, and an interactive exercise, participants in this session will have an opportunity to consider how to implement or enhance diversity training for their student leaders, and will leave with a variety of diversity activities that can be used in leadership programming on their campuses.

63 Do We/They Belong? Unraveling the Complexities of Transgender Students at Women's Colleges

Convention Center, 310

Susan Marine, *Harvard University*

At the crossroads of gender identity development and institutional culture, a complexity has emerged regarding the presence of male identified transgender and gender queer students at women's colleges. The presenter will share the results of her dissertation study examining student affairs practitioners' perceptions of transgender students attending women's colleges, exploring their place on campus, and the effects of their activism. The aim of the study was to determine whether the goals of feminist education and transgender agency can coexist at women's colleges.

64 Faculty Recognition of Students in Crisis: Results from a Multi-Institutional Study

Convention Center, 211

Thomas Workman, *Baylor College of Medicine*

Although it is often said that college academic faculty are the 'first line of defense' for students in crisis, little research exists on the attitudes and experiences of faculty in recognizing, addressing, or assisting students with personal issues. This multi-institutional study attempts to determine a baseline of knowledge so that student affairs professionals can develop effective training and referral programs that help faculty play a role in student retention and intervention.

65 Hiring Innovations: Finding the Best Candidate(s) Using Emotional Intelligence

Convention Center, 608

Grant Hoover, *University of Vermont*
Stacey A. Miller, *University of Vermont*

Research tells us that Emotional Intelligence (EI) is what differentiates top-level executives from middle management and separates successful student leaders from disconnected dropouts. EI provides student affairs practitioners with innovative ways to understand and assess candidates and employee job performance. It encourages hiring practices that look at a different set of characteristics, as well as entry and access to a new group of applicants. This session will introduce the theory behind EI and then focus on how to incorporate EI into selection and hiring practices.

66 The Importance of Assessing Graduate Programs

Convention Center, 204

Cheryl Lovell, *University of Denver*
Marilee Bresciani, *San Diego State University*

This session will provide participants with an overview of academic assessment and how best to develop and design assessment activities for higher education/student development graduate programs. The presenters will also highlight useful practices for those who find themselves addressing the questions: why must we be cognizant of assessing graduate student learning if it is so individualized? and, why does all of this matter to graduate faculty?

67 Latinas in Higher Education: Implications for Student Services

Hyatt, Eliza Anderson Amphitheater

Pamela Hernandez, *University of Maryland, College Park*

Amber Garrison, *University of Oregon*

Through a qualitative case study of 14 Latinas in a predominantly white institution, strategies used to successfully navigate the institution were identified and analyzed. The strategies used for success were primarily a result of the students' need to navigate gender role expectations from family, friends, partners/boyfriends, faculty, and religion.

68 MySky Café: Using Emerging Technologies to Encourage Student Development

Convention Center, 2A

Eileen Hulme, *Noel Academy for Strengths-Based Leadership and Education*

Roderick Hetzel, *Baylor University*
Michelle Louis, *Noel Academy for Strengths-Based Leadership and Education*

Rishi Sriram, *Baylor University*

To meet the developmental needs of a technologically astute generation, student affairs professionals must create and employ innovative measures to encourage student growth. MySky Café is an interactive, online environment that challenges students to develop the character strengths necessary to be successful in college and beyond. This lively, interactive session will explore the theoretical grounding and collaborative development process for this online intervention. Participants will engage in a MySky 'adventure,' sampling its activities.

69 NASPA Graduate Members: Beginning a Lifelong Learning Partnership

Convention Center, 303

Tyler Blair, *University of Kansas*
Michael Parrish, *University of Illinois at Urbana-Champaign*

Navigating NASPA as a new graduate student can be a complex task, yet it is never too early to become involved in your professional organization. Join Tyler and Michael, Summer '08 NASPA graduate interns, as they share NASPA basics, describe the many member benefits NASPA has to offer, and facilitate networking with other graduate students and first-time conference attendees. This session will help new graduate student members get to know NASPA and have a successful annual conference experience.

70 A New Administration and a New Congress: What's in it for Higher Education and Student Affairs?
 Convention Center, 605
Bonnie Hunter, Valparaiso University

Institutions of higher education have experienced increased scrutiny and demands from federal legislators in recent years. The Higher Education Opportunity Act, signed into law in 2008, added new reporting requirements and demands for transparency in higher education. What can student affairs administrators expect from the Obama administration and the 111th Congress, both with regard to the Higher Education Act reauthorization and new/emerging initiatives?

73 Partnering for Compliance: The Clery Act and Student Affairs
 Convention Center, 609
John Lowery, Indiana University of Pennsylvania

The presenter will provide an overview and update on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Participants will receive insights into the law's requirements, the U.S. Department of Education's enforcement efforts, and recent changes enacted through the reauthorization of the Higher Education Act. Particular attention will be paid to aspects of the law with the greatest relevance to student affairs practice. Suggestions will be offered regarding concrete steps that can be taken to help ensure compliance with the Clery Act.

76 Rethink and Redesign: Decisions in Challenging Financial Times
 Convention Center, 603
Shannon Ellis, University of Nevada, Reno
Deneece Huftalin, Salt Lake Community College
Jonathan Eldridge, Southern Oregon University

Unprecedented and long-term economic turmoil around the globe leaves today's SSAO in a place without maps. This roundtable discussion is designed to assist the lead student affairs administrator in developing a compass to be effective in the journey ahead through new ways of thinking, innovating, deciding, and leading.

71 Nourishing the Life-Blood of your Organization – A Primer on Effective Hiring Practices for Newly Designated Hiring Managers
 Convention Center, 619
Jamie Shaffer, Belmont University
Anthony Donovan, Belmont University

Professionals ascending into mid-level manager positions may be expected to head up departmental searches, in spite of limited exposure to important hiring principles and to the actual experience of conducting a search. Because good staffing practices influence many aspects of an institution (Winston & Creamer, 1997), it is vital that mid-level administrators are able to lead a search effectively. This session will provide first-time hiring managers with some effective guidelines for practice.

74 Quantifying Learning and Other Student Outcome Gains Using Factors and Scales
 Convention Center, 4C (2)
Linda DeAngelo, University of California, Los Angeles
John Pryor, University of California, Los Angeles

Using data from the three CIRP surveys at the Higher Education Research Institute, this session will explore how factors and scales can be effectively used to measure student learning and other student outcome gains. Presenters will first discuss the development of factor scales representing a broad range of student learning outcomes and dispositions. Then, drawing on regression analysis, they will discuss the types of programs and experiences students have on campus that are most associated with the factors.

76 Self-Efficacy and Career Choice for Undergraduates: Successful Development through Effective Partnerships
 Convention Center, 618
Emily Grey, New York University
Danielle Mitchell, New York University

Self-efficacy development, particularly as it relates to career choice for undergraduate students, is vital to student success. Current research suggests that key relationships in the undergraduate experience can directly impact self-efficacy development. The presenters aim to highlight the methods for most successfully developing partnerships between students and student affairs/career services professionals, parents, peers, and professors that encourage the strongest career self-efficacy development possible. Finding a balance in these partnerships for students during the college experience will translate to strong self-efficacy in the workplace and beyond.

72 Nourishing Partnerships: Promoting Sustainability with Student Affairs
 Convention Center, 604
Stacy Ackerlind, University of Utah
Jerry Basford, University of Utah

Mintzer (1992) defines sustainability as meeting the needs of the present while allowing future generations to meet their needs. Student affairs professionals and educators have a responsibility to students – who are increasingly concerned about the environment and their future – to promote sustainability within our institutions and evolve practices to consider the earth. This session will discuss the use of the Community-Based Social Marketing Model (McKenzie-Mohr & Smith, 1999) as a tool for promoting sustainability within student affairs.

75 Residential Seminars: A Successful Partnering of Academic and Student Affairs that Enhances Student Learning and Engagement
 Convention Center, 612
Deborah Chee, University of Puget Sound
Mike Segawa, University of Puget Sound

The latest successful partnership between academic and student affairs colleagues at the University of Puget Sound is the Residential Seminar Program. Existing first-year seminar courses have incorporated a residential component into the learning experience. Learn how these academic courses, taught by faculty, were organically transformed into First-Year Residential Seminars using existing courses, infrastructure, and staffing. Examine the program's successes and challenges by reviewing assessment data, and hear about the next steps as Residential Seminars introduce students to Puget Sound's community of scholars.

77 Silenced Voices: Issues of College Persistence for Undocumented Mexican Immigrant Women
 Convention Center, 615
Susana Munoz, University of Wyoming

As the number of foreign-born immigrants is projected to increase to 29 percent by 2030, institutions of higher education need to be proactively strategizing ways to support this newcomer population, particularly in states and communities with little Latina/o presence. This presentation is based on a qualitative study that focused on the college experiences of undocumented Mexican immigrant women from Elkville, Wyoming, and is intended to provide higher education institutions guidance in addressing the challenges associated with undocumented students from new destination areas.

<p>78</p> <p>Strategic Professional Development within Student Affairs: A Nourishing Partnership Convention Center, 613 Stephanie Helms, Duke University Caroline Nisbet, Duke University</p> <p>The Division of Student Affairs at Duke University sought to nourish learning and development through the formation of a Professional Development Office in October 2006. Participants will explore the division's professional development curriculum – formulated on six tenets which drive practice and implementation – and learn about the pdPortfolio, an electronic database created to track progression across the professional development curriculum. Participants will also learn the results of an initial assessment of the initiative, including critical considerations and implications for practice.</p>	<p>80</p> <p>Student and Faculty Voices: Student Affairs Undergraduate Minor in Diversity in Higher Education Convention Center, 307-308 Patricia Fabiano, Western Washington University Karim Ahmath, Western Washington University Laura Bohorquez, Western Washington University Kayla Britt, Western Washington University Maribel Galvan, Western Washington University Cecily Hazelrigg-Hernandez, Western Washington University Lurdes Hernandez, Western Washington University Shasta McLester, Western Washington University</p> <p>The interdisciplinary partnership between student affairs administration and American cultural studies that gave birth to an innovative undergraduate student affairs minor in diversity in higher education at Western Washington University is the focus of this presentation. Using the 'Where I am From' approach advocated by Borrego & Manning (2007), students give voice to the inspiring stories that led them to pursue a career in student affairs. Additionally, faculty give voice to how student affairs must attract diverse persons who can keep pace with today's increasing numbers of undergraduates with complex identities.</p>	<p>82</p> <p>Theory to Practice: Helping Parents & Families Understand and Use Student Development Theory Convention Center, 614 Jody Donovan, Colorado State University Kacee Collard, Colorado State University</p> <p>Sharing selected student development theories with parents and families provides language and knowledge to understand transition, identity development, and the various behavioral/attitudinal changes that occur when students go to college. Experience how parent and family programs at Colorado State University take theory to practice in partnering with parents and families of current and prospective students. Explore best practices for helping families appropriately support their students.</p>
<p>79</p> <p>Student Affairs and Athletics: A Natural/Nourishing Partnership? Convention Center, 4C (3) Rebecca Ahlgren-Bedics, National Collegiate Athletic Association</p> <p>This session will emphasize bridging the gap between student affairs units and student-athlete development programs housed in intercollegiate athletics. It will highlight the importance of collaborative efforts in helping student affairs professionals and athletics administrators increase the efficiency, scope, and quality of their work with college students. This session will be highly interactive, utilizing case studies and attendees' personal experience to identify strategies that can serve to enhance the development and success of students who are also athletes.</p>	<p>81</p> <p>Successful Collaborations: Nourishing Partnerships for First-Year Student Success Convention Center, 3A Ronald Chesbrough, Hastings College Virginia Arthur, Iowa State University Paula Olivero, Slippery Rock University Sherry Woosley, Ball State University</p> <p>Despite departmental divisions, students' experiences are holistic and require collaborative efforts if we are to promote their learning. This presentation focuses on the successful collaboration efforts occurring on multiple campuses around the MAP-Works project, a first-year student success and retention project. The presenters will discuss their concrete experiences, as well as proven strategies for building and sustaining partnerships across departmental and divisional lines.</p>	<p>83</p> <p>Understanding College Students' Propensity to Care for Others: Perspectives from a Longitudinal Study of Undergraduate Beliefs and Values Convention Center, 602 Lisa Millora, University of California, Los Angeles Jennifer Curley, University of California, Los Angeles Jennifer Lindholm, University of California, Los Angeles Hanna Spinosa, University of California, Los Angeles</p> <p>In order for future generations to live in a peaceful, cooperative society, they must understand difference, see themselves as part of a community, and develop a willingness to participate in it. Thus, colleges must prepare students to be caring, active citizens. With this in mind, presenters will share research about how students develop an ethic of caring, ecumenical worldview, and inclination for charitable involvement. Participants will then have an opportunity to dialogue about how research can shape practices that facilitate student development and socially responsible citizenship.</p>
		<p>84</p> <p>Understanding Experiences of Self-Identified Women of Color Activists Convention Center, 620 Chris Linder, Colorado State University Katrina Rodriguez, University of Northern Colorado</p> <p>Student activists have a keen understanding of the dynamics of power and privilege and often help us to better understand the climate of our campuses. This critical cultural narrative study provides an understanding of self-identified women of color activists' experiences with racism, sexism, and homophobia. Activists share their experiences, highlighting the complexity of the intersections of identities, and provide suggestions for creating safe spaces.</p>



85 We are Kind of a Big Deal: Moving Beyond Event Planners to Educators
Convention Center, 201



Eva Frey Johnson, *Pacific Lutheran University*
Amber Dehne, *Pacific Lutheran University*

While Learning Reconsidered (ACPA/NASPA, 2004) reaffirmed our role as educators, it also created space for a new conversation. In an educational climate overwhelmed by outcomes-based education, how do we effectively promote student learning and authentic assessment while balancing the cognitive and psycho-social development of students? Presenters will share successful pedagogical strategies for transforming campus programs into learning opportunities, and will lead participants through a guided reflection of an individual program that could be transformed using these new strategies.

86 Corporate Presentation: Wireless Solutions for Enhancing Student Safety and Improving the Overall Student Experience
Convention Center, 610



Michael Flood, *Sprint*

Almost every college campus is facing the same challenge – how to communicate wirelessly with its students, both in day-to-day communications and, more importantly, in times of crisis. Sprint works closely with colleges to implement wireless solutions that help to overcome these challenges. Attend this session to learn about safety solutions that include not only emergency broadcast communications, but also using Sprint phones as personal alarm devices. In addition, participants will have an opportunity to learn about a new discount program that makes Sprint services more affordable than ever for students, faculty, and staff.

Monday – 10:45 a.m. – 12:00 p.m.

87 Attention All Aspiring Agents of Change: Stop Looking for Best Practices
Convention Center, 618



Evan Baum, *George Mason University*

Student affairs administrators must stop looking to 'best practices' for solutions to challenges. The innovations professionals need – that can produce the most profound change – are those that are self-generated. This program, through a combination of small group work and lecture, is intended to empower participants to recognize their own problem-solving capacities, while also highlighting the imprisoning nature of best practices as an element of change-oriented problem-solving processes.

88 Becoming the Boss You Wish You Had: A "How-To" Guide for Supervising Graduate Students and New Professionals
Convention Center, 4C (2)



Candace Dennig, *Loyola University Chicago*

The presenter will explore all aspects of what it means to be a better 'boss', or supervisor. Participants will learn about the challenges that new professionals face as supervisors to graduate students, some of the techniques used to navigate these challenges, and how to use synergistic supervision to the fullest extent to better support and nourish the partnerships made with those you supervise, as well as those who supervise you. In essence, come learn about how to break out of maintaining your current skills and how to take it to the next level!

89 Building Partnerships for Effective Academic Advising: A Pilot Study for Assessment and Improvement
Convention Center, 616



Kim O'Halloran, *Montclair State University*

Academic advising plays an important role in student retention. In universities, academic advising can become a disjointed process, with students seeking advice from a variety of uncoordinated faculty and staff resources. This session will provide an overview of a pilot study, which incorporated a comprehensive assessment initiative that provided critical information to develop a new way of advising students collaboratively, and utilized assessment data as the foundation on which to act and implement improvements.

90 Campus Activities: Impact on Student Learning
Convention Center, 609



Mona Hicks, *University of North Texas*
Ken Brill, *Augustana College*
Lucy Croft, *University of North Florida*
Stephanie Russell Holz, *University of Tampa*
Bill Smedick, *The Johns Hopkins University*

The National Association for Campus Activities (NACA) has developed The Competency Guide for College Student Leaders. This guide outlines critical learning outcomes – leadership development, event management, meaningful interpersonal relationships, collaboration, social responsibility, effective communication, realistic self-appraisal, multicultural competency, intellectual growth, and clarified values – that students should achieve as a result of their involvement in campus activities. This session will highlight the conceptual framework for this guide and how to operationalize fostering student learning outside of the classroom.

91 Consent is Sexy: An Innovative Approach to Sexual Violence Prevention through Theatre

Hyatt, *Eliza Anderson Amphitheater*
Abigail Leeder, *University of Oregon*

The Sexual Wellness Advocacy Team (SWAT) is an innovative peer education program at the University of Oregon. This presentation will offer participants an opportunity to experience a student-driven peer education program, to engage with students about the importance of such programming, and to be inspired by the potential of theatre as a tool for social change. After the presentation, there will be a discussion about peer theatre education, the benefits and challenges, gaining institutional support, and the sustainability of such programs.

92 Courage to Act: First Generation Students Persisting to the Doctorate
Convention Center, 617



Shaunna Payne, *University of Mary Washington*
Toiya Younger, *University of Maryland*

Presenters will review the potential psychosocial issues faced by first-generation students that persist to the doctoral level as it pertains to building social capital. Experiences of colleagues who have navigated the doctorate to completion will be highlighted, and presenters will provide a template for the higher education professional development portfolio, a useful career-planning tool for scholars and practitioners.

Highlights



MONDAY, MARCH 9

Keynote Speaker
Kip Fulbeck
10:45 a.m. – 12:00 p.m.
Convention Center, 6A-B

See page 6 for description

 93	Creating Leaders through Supervision Convention Center, 4C (1) Hikaru Kozuma, Columbia University Melissa Kenzig, Columbia University Sarah Mart, Marin Institute	 96	Creative Collaborations for Foster Youth Success Sheraton, Aspen Connie Hernandez Robbins, San Jose State University Tristan Garcia, California State University, San Bernardino Jenny Vinopal, California State University Chancellor's Office	 99	Examining Educational Programs with Co-Curricular Maps Convention Center, 602 Katie Burns, Azusa Pacific University Rob Simpson, Azusa Pacific University
	Geared toward new supervisors and those anticipating a move into a supervisory role, this session will offer participants an opportunity to discuss the roles and responsibilities of supervision, common challenge of new supervisors, and strategies for effectively managing a new supervisory role. The session will utilize supervision and manager research from various fields, including case studies of individual supervisors, and will provide participants the opportunity to enhance their supervision and management skills.		The momentum to serve foster youth as a special population in higher education is becoming more prevalent. However, funding to support initiatives can be challenging to acquire. Seasoned professionals will share their knowledge on creative strategies to expand services offered to support foster youth student success and discuss key collaborations with campus, community, regional, and national partners.		High Sierra is an off-campus undergraduate program offered at Azusa Pacific University that employs wilderness experiences, high classroom expectations, and community learning. Since its inception in fall 2001, the program has sought to foster transformational learning in and out of the classroom. Maintaining the program's standards has required constant assessment. The presenters will share how they have used co-curricular maps as a valuable assessment tool in creating a holistic learning environment.
 94	Creating Powerful Learning Environments through Purposeful Faculty, Student, and Staff Partnerships Hyatt, Leonessa (III) Jill Stratton, Washington University in St. Louis Megan Kehr, Washington University in St. Louis	 97	A Day in the Life of an Effective Supervisor Hyatt, Leonessa (I) Sarah Marshall, Central Michigan University Anne Hornak, University of Toledo	 100	Experiential Learning: A Coffeehouse Collaboration Sheraton, Willow (B) Connie Gores, Winona State University Ronald Elcombe, Winona State University Sarah Olcott, Winona State University
	According to Arthur Chickering, "The most critical task of higher education for the twenty-first century is to create and maintain educationally powerful environments." In this program, participants will have the opportunity to reflect and dialogue about the intersection of faculty, staff, and students in building those educationally powerful environments. The presenters will illustrate the process of building support for a holistic approach to student engagement that can only be successful by creating intentional faculty, student, and staff partnerships.		This session will review strategies for effective supervision of paraprofessionals, graduate students, and new professionals. A comprehensive overview of supervision techniques – including assessing supervisory styles, handling conflict, accountability strategies, and annual reviews – will be discussed. Participants will also role play various techniques based in real-life case studies.		Winona State University has an example of a true collaboration among academics, food service, housing, and the residential college. This session will showcase 'Mugshots Coffeehouse,' a student-run coffeehouse in Lourdes Hall at Winona State's Residential College. For the past two years the coffeehouse has been partially run by first-year students participating in an experiential entrepreneurship class. Through this collaboration, a vivid, inventive workshop has been created for students wanting to get a taste of running their own business.
 95	Creating a Student Threat Assessment Team Convention Center, 4C (4) Michael Walker, The University of North Carolina at Wilmington Patricia Leonard, The University of North Carolina at Wilmington	 98	Developing and Nourishing Partnerships in Building a Culture of Assessment: A Successful Student Affairs Initiative Hyatt, Leonessa (II) Kevin Smith, Ohio University Pete Mather, Ohio University Jim Sand, Ohio University	 101	From Graduate Student to New Professional: Things to Consider Convention Center, 3A Lacey Phillips, Belmont University Chris Agans, Belmont University Bryan Hayse, Belmont University
	Following incidents at Columbine, Virginia Tech, and Northern Illinois University, educational institutions – including colleges and universities – must proactively monitor and assess students who may pose a threat of harm to self or others on campus. Presenters will share information about the cross-functional Student Threat Assessment Team created at The University of North Carolina at Wilmington. Structural elements put into place in order to assist the team with its function of reviewing individual cases will be discussed, including: naming a chair and vice chair; assigning a case manager; creating a scope of duties, mission, protocol and sample scenarios; creating a private database for case management; receiving training; and creating a referral form so the community becomes aware of the team and can refer cases for possible review.		The purpose of this program is to present and discuss strategies used in developing a working culture of assessment in a division of student affairs that involved the expertise and energy of academic faculty, a center for higher education, institutional research, co-curricular partners, and higher education graduate students. The presenters will describe how the pressures of accountability can – with a little help from our friends – be transformed into a highly practical approach to action that involves a campuswide community.		There are so many factors one must consider when searching for the right job. Having nothing to compare a potential institution to other than an alma mater, how can one possibly know what questions to ask or things to consider? The purpose of this presentation is to provide some guidelines and advice on institutional-fit decision-making in an attempt to provide new professionals with the knowledge to make an informed decision about where to start their career.



102 A Graduate Student Development Tool: Competencies Curricula and Learning Outcomes
 Convention Center, 611
 Anne Flaherty, University of Kansas
 Lori Reesor, University of Kansas
 Jayme Uden, University of Kansas
 Chris Stoppel, University of Kansas
 Megan Baker, University of Kansas

The higher education administration master's and internship program at the University of Kansas (KU) implemented six competencies and a corresponding assessment tool this year. The presenters will share KU's competencies tool and discuss ways to implement this professional development opportunity at other schools. Although these competencies were designed for an academic internship experience, they would be equally effective as a professional development tool and/or to encourage lifelong learning for individuals in higher education and student affairs.

103 Home Base: Defining the Family's Role for Commuting Freshmen
 Convention Center, 204
 Marjorie Savage, University of Minnesota
 Jodi Dworkin, University of Minnesota

The popular image of college life typically focuses on residence halls and/or Greek life. Living on campus, however, is not an option for all students due to finances, religious and cultural values, or the type of college. For commuter students, families are not only part of their daily lives, but often part of their daily challenges. This presentation considers ways to involve families of first-year commuters to support students living at home and promote student success.

104 How to Submit a Program for the 2010 NASPA Annual Conference
 Convention Center, 4C (3)
 Penny Rue, University of California, San Diego
 Darnita Killian, Pace University
 Lori White, Southern Methodist University
 Stephanie Gordon, NASPA

"Live the Legacy, Be the Movement" is the theme for the 92nd NASPA Annual Conference, to be held in Chicago, March 6 – 10, 2010. This presentation is for new and continuing professionals interested in submitting a proposal for the 2010 conference. Presenters will provide general information about the conference, discuss the theme, and describe the elements of a successful proposal. The presenters will also share information about how the program review process will work for next year's conference.

105 Innovative Graduate Preparation Program Components: The Integrative Paper and Presentation
 Convention Center, 605
 Mary Skorheim, University of Utah
 Amy Aldous Bergerson, University of Utah

Graduate programs preparing student affairs professionals constantly seek to improve program delivery and student knowledge. This session highlights an 'integrative paper' approach to the comprehensive exam, in which students write about their experiences in the program, focus on a particular topic of interest to them, and address theory application in practice. Presenters will discuss the implementation of the integrative paper process, focusing on students' experience of the process and highlighting paper topics addressed by University of Utah students.

106 The Mental Health Summit: A Collaborative Campuswide Strategy to Address Mental Health
 Convention Center, 2B
 Martha Lou Scott, Baylor University
 Christopher Holmes, Baylor University
 Judy Maggard, Baylor University
 Jim Marsh, Baylor University
 Bethany McCraw, Baylor University

Since 2006, Baylor University has addressed the increasing severity of student mental health problems through collaboration among judicial affairs, counseling services, student life, and legal counsel. Regular mental health summits and newsletters serve as vehicles to educate faculty, students, and staff on campus and apartment managers off campus about mental health issues from counseling, disciplinary, and legal perspectives. Monthly meetings of a response team of administrators, faculty, and staff in identified departments address student situations before they reach crisis level.

107 Movie Magic: Bridging Theory to Practice Using Contemporary College Movies
 Convention Center, 608
 Kimberly Nehls, University of Nevada, Las Vegas
 Valarie Morgan, University of Nevada, Las Vegas
 Alex Templeton, University of Nevada, Las Vegas
 D.J. Todd, University of Nevada, Las Vegas

Video clips and examples from contemporary college movies will be used in this session that bridges theory to practice. Can Chickering's seven vectors be applied to *Legally Blonde*? Can Phinney's Model of Ethnic Identity Development work in sync with *The Great Debaters*? Attend this session to find out how students used popular films to better understand psychosocial and identity development theories. As a teaching medium, film is a powerful resource that resonated with students in better understanding complex theories.

108 Multicultural Affairs: Glass Ceiling or Open Sky?
 Convention Center, 607
 Corinne Kodama, University of Illinois at Chicago
 Salvador Mena, The University of North Carolina at Chapel Hill
 R. Darrell Peterson, University of California, Davis
 Kisa Takesue, Brown University

Higher education professionals often receive mixed messages about working in multicultural affairs. While personally and professionally rewarding, is this career path also limiting? Particularly in today's post-affirmative action environment, is it wise to build a career in multicultural affairs or are there ways to make an impact within other areas? Panelists will share experiences in 'multicultural' and 'generalist' positions, providing an interactive forum to discuss the challenges and opportunities around doing diversity work in higher education.

109 Nourishing Lifelong Learning through Aspiring Leadership
 Convention Center, 612
 Miguel Hernandez, Florida State University
 David Braden, Allen & O'Hara Education Services, Inc.
 Elizabeth Cox, Emory University
 Brooke Daniel, Allen & O'Hara Education Services, Inc.
 Brad Shaw, Allen & O'Hara Education Services, Inc.

Many of us work with leaders who exemplify characteristics that we would like to adopt and make our own. What happens when we work with ineffective leaders who lack the skills to pilot teams successfully? Using 21 Sure-Fire Ways Leaders Can Energize Themselves for Employee Engagement, The No Asshole Rule, and Five Levels of Leadership, the presenters will discuss how leaders can either nourish or starve lifelong learning, and will explore strategies for overcoming an ineffective leader.

110 Nourishing a Partnership for Effective Assessment: Linking Program and Research Expertise
 Convention Center, 307/308
 Leslie Sadler, Cornell University
 Marne Einarson, Cornell University

Using research experts, Cornell University developed an innovative partnership between student affairs and institutional research that promotes effective and sustainable assessment. This partnership helps staff develop a better understanding of the uses of data, encourages use of existing data, and refines surveys being administered. Presenters will describe the work of the collaborative team – including challenges, successes, and works-in-progress – and provide guidance for those interested in exploring a similar approach.

	111 Nurturing GLBT Colleagues into the SSAO Role at Small Colleges and Universities	Convention Center, 603	Sarah Westfall, Kalamazoo College Tammy Gocial, Kenyon College James Hoppe, Macalester College Terry Vecchio, Springfield College	
Building relationships and fostering a professional network are key strategies for facilitating professional advancement in student affairs, particularly for GLBT colleagues. GLBT professionals in small colleges and universities may face different challenges if an institution has a strong religious affiliation and/or is located in a rural environment. Join the presenters for a chance to discuss such issues as assessing and evaluating institutional fit, assessing the pros and cons of being 'out,' professional networking, and working with a president and board of trustees.				
112	Oklahoma Native American Students in Higher Education: Bringing Unity to Our State	Convention Center, 615	Kimberly Smith Rasberry, Kennesaw State University W. Jeff Cooper, Kennesaw State University Michael Sanseviro, Kennesaw State University	
This program will explore the development of a statewide student leadership initiative for Native American students in Oklahoma. The presenters will describe a multi-institutional effort designed to foster success and leadership development among Native American students through culturally based methods.				
113	Politics, Policy, and Practice: Essentials for Effectiveness in Student Affairs	Convention Center, 615	Valerie Cuevas, National Association of Latino Elected and Appointed Officials Educational Fund Phyllis Gutierrez Kenney, Washington State House of Representatives Sara Lundquist, Santa Ana College Dawn R. Person, California State University, Fullerton Chris Paik, California State University, Fullerton	



120 Social Skills Development for College Students with Asperger Syndrome

Convention Center, 606
Michelle Rigler, The University of Tennessee – Chattanooga
Brooke Bishop, The University of Tennessee – Chattanooga

The number of students entering college with disabilities on the autism spectrum is rapidly growing. Because this group of students has very specific needs, accommodations are not the only tools needed to support them in the college environment. In a partnership between disability services and the counseling center, the University of Tennessee – Chattanooga developed a tremendously successful experientially based social skills development group for this population.

121 Spiritual Quest: How Service & Diversity Spur Students' Spiritual Journeys

Convention Center, 303
David Eberhardt, Birmingham Southern College
Jon Dalton, Florida State University

Many scholars have discovered the value of community service and experience with diverse individuals for enhancing students' intellectual and interpersonal development, as well as the societal benefits of engaging in these activities. The outcomes of service and diversity extend to students' spiritual journeys as well, as indicated by recent research. Come discuss how campuses large and small, public and private, can enhance students' authenticity and spirituality through their service and diversity programs.

122 Strategies that Work: Successful Partnerships with Academic Affairs

Sheraton, Willow (A)
Deborah Ford, University of West Florida
Mary-Beth Cooper, Rochester Institute of Technology
Jeremy Haefner, Rochester Institute of Technology

In Learning Reconsidered 2, the authors state, "The holistic process of learning that places the student at the center of the learning experience demands collaboration . . . and cultural change." Student affairs professionals are uniquely positioned to lead this cultural change on campus, and it begins with successful partnerships with academic affairs colleagues. Session participants will have an opportunity to learn strategies that work in building and maintaining partnerships with academic affairs; hear from a new provost about his expectations of student affairs professionals; and brainstorm additional strategies for a best practice list.

123 Strengthening the Pipeline: Building Bridges through the NASPA Undergraduate Fellows Program (NUFP)

Convention Center, 2A
Shelia Higgs Burkhalter, University of Arkansas
Natasha Croom, Iowa State University
Roniel "Joy" M. Vergara, DePaul University
Robert Kelly, Seattle University
Cecy Kuruvilla, Sodexo Education
Nathan Victoria, NASPA

The NASPA Undergraduate Fellows Program is a semi-structured mentoring program for demographically underrepresented undergraduate students wishing to explore in greater depth the fields of student affairs and higher education. This panel will speak about their NUFP experiences and how to become a part of this NASPA program. Participants will learn about the multiple ways to incorporate the program on campus.

124 Student Academic and Social Integration on Campus in China

Convention Center, 613
Yanmei Zhang, University of Florida
Norbert W. Dunkel, University of Florida
Li Lu, Tianjin University of Science and Technology
Xiushan Pan, Tianjin University of Science and Technology
Lili Zhu, Tianjin University of Science and Technology

With the increasing globalization of higher education, it is important that student affairs practitioners understand higher education and student learning/experiences in other countries. Presenters will discuss a study that utilized Tinto's student retention model and Pascarella & Terenzini's institutional integration scale to examine student academic and social integration on campus in China. Participants will be encouraged to share knowledge of student learning and experience from a global perspective.

125 Teaching Young Women to Lead

Convention Center, 620
Marsha Guenzler-Stevens, University of Maryland, College Park

Women represent the majority of college attendees, earning higher grades and engaging in campus and community organizations in greater numbers than their male counterparts. Yet, they often lack the self-esteem and drive to assume their rightful roles as leaders. This session will review three levels of intervention – an academic class, a campuswide women's leadership conference, and the National Conference for College Women Student Leaders – designed to expose women to leadership literature/theory and 'unleash their stories' while exploring their leadership attributes, styles, and strategies. Session participants will be invited to engage in a discussion about aspects of leadership that may be unique for women, and explore how the intersection of multiple identities and gender differences in leadership may alter life choices. Contemporary reviews of women's development will be used to enhance the content and discussion during this session.

126 UA Productions: A Model for Creating Multi-Media Communications Content in Student Affairs

Convention Center, 614
Scott Flanagan, University of Arkansas
Clint Fullen, University of Arkansas
Keith Roerhrenbeck, University of Arkansas

Student affairs divisions are obligated to be partners in their institution's media strategy. UA Productions, a student-led group, was created to achieve this task with internal and external constituents of the University of Arkansas. UA Productions not only produces multi-media content, but also provides valuable and active learning experiences, that allow students to draw on their diverse skills and talents. Members of this NASPA and NODA award-winning group will share their strategies for producing multimedia content.

127 UNESCO/IASAS Book on Student Affairs Practice around the World: 2009 Edition

Convention Center, 211
Roger Ludeman, International Association of Student Affairs and Services
Kenneth Osfield, University of Florida
Howard Wang, California State University, Fullerton

The 2nd edition of the International Association of Student Affairs and Services (IASAS) book on student affairs and services has just been published by UNESCO. Presenters will review the book, which is designed to aid countries and institutions in initiating and/or improving student affairs practice in higher education. Time will be provided for discussion of related topics, as well as for international networking.



12:15 p.m. - 1:30 p.m.

Monday, March 9

128

Corporate Presentation: MAP-Works: The Next Generation of Student Retention and Success Programs*Convention Center, 610
Todd Pica, Educational Benchmarking, Inc.
Darlena Jones, Educational Benchmarking, Inc.*

MAP-Works is Educational Benchmarking Inc.'s (EBI) latest web-based application for student retention and success. During this presentation, an overview of how the program was developed will be provided, as well information on how institutions have implemented MAP-Works. Participants will also get an opportunity to see the latest enhancements to the application and how MAP-Works can truly have an impact on retaining students.

Monday – 12:15 p.m. – 1:30 p.m.

129

The Age of Reasoning: Prompting Reflective Judgment in a Time of Information*Sheraton, Willow (B)
Adam Peck, Stephen F. Austin State University
M.E. McWilliams, Stephen F. Austin State University*

Today's college students have unprecedented access to information. For students and institutions, this has prompted a shift in focus from higher education as a means of receiving information to preparing students to critically evaluate information. Many suggest that student affairs plays a leading role in promoting critical thinking, but few can articulate the conditions necessary to prompt this kind of learning. This session will provide participants with interactive exercises to help them discover factors that effectively promote critical thinking in a variety of contexts.

130

Are LGBT Resource Centers Enough to Create Inclusive Campuses for Sex-Transitioning Students?*Convention Center, 401
Adriana Alicea-Rodriguez, The University of Texas at San Antonio
Dustin Grabsch, Texas A&M University*

Most institutions work on creating inclusive campus environments for LGBT students; however, many never look at the holistic view as it relates to the growing needs of intersex, transgender, and transsexual students. Using a peer perspective, presenters examine areas of campus life where transgender students experience discrimination due to gender-exclusive policies and practices. The specific obstacles faced by transgender students in a given area are discussed, followed by examples of how institutions are addressing these issues.

131

Assertiveness and Constructive Confrontation*Convention Center, 620
Michael Miller, High Impact Training*

Do you find it difficult to deal with conflicting situations that arise within your department? This session will discuss assertiveness and how to deal with this interpersonal behavior. In addition, participants will have an opportunity to examine how to communicate needs and opinions in ways that engage others and banish defensiveness, to explore being assertive in a way that puts concern for others first, and to learn techniques that will empower and energize people to positively deal with hot button issues.

132

Assessing the Effectiveness of Late-night Programming through Direct and Indirect Measures*Convention Center, 606
Jane Vangsness, North Dakota State University
Laura Oster-Aaland, North Dakota State University*

Late-night, alcohol-free programming is often part of comprehensive alcohol and other drug (AOD) prevention approaches; however, little assessment exists on these programs. This session shares the results of a study of the impact of late-night programs on student alcohol-related arrests and university code violations. Presenters will discuss infusing personalized alcohol education during and following the event, and share practical suggestions on how to assess, plan, and fund late-night programming.

133

Breaking Out of the Norm: Northeastern's Model for Freshman Study Abroad Students*Hyatt, Leonessa (III)
Anthony Furnari, Northeastern University
Theresa Arnold, Northeastern University
Lauren Kettler, Northeastern University
Thomas Robinson, Northeastern University*

Traditionally, students enter their college of choice in the fall. However, a growing number of students are beginning their college careers in the spring. This session will discuss those alternatives, as well as explore one answer to the spring semester intake – the Northeastern University model of freshman fall semester abroad. This presentation will open dialogue on the topic, and explore the tools and actions that are essential for these students for a successful simultaneous transition into first-year and study abroad experiences.

134

Building Academic and Student Affairs Partnerships in a Leadership Living-Learning Center*Convention Center, 211
Melissa Shehane, Baylor University
Glenn Blalock, Baylor University
Ramona Curtis, Baylor University
Shannon Dean, Baylor University
Joel Scott, Baylor University*

During this interactive session, participants will learn about the development of a successful Leadership Living-Learning Center at Baylor University through dynamic partnerships across student affairs and academic affairs departments. Presenters will share principles, challenges, and strategies used to develop an active curricular and co-curricular program that promotes student learning and success in leadership. This presentation is for all educators interested in understanding how to develop and nourish effective student learning partnerships and programs.

135

Building Psychological Capital in New Student Affairs Professionals: A Peer Mentoring Development Curriculum*Convention Center, 204
Jolyn Dahlvig, Calvin College
Elizabeth Wallace, Tarleton State University*

New student affairs professionals need mentoring, professional development, and opportunities for advancement. This presentation will describe a peer-mentoring professional development series based in psychological capital and authentic leadership development (Luthans & Avolio, 2006). Both the delivery method and content can be adapted for leadership development programs or development opportunities for new professionals. The program is geared for mid-level student affairs professionals, as well as those responsible for leadership programs and/or supervising new professionals.

136

Championing Academic Integrity in an Arab Collectivist Society: The Zayed University Model*Convention Center, 609
Denise Gifford, Zayed University
Kristin Anderson, Zayed University
Ola Taji, Zayed University*

In spring 2008, Zayed University completed the Center for Academic Integrity's self-assessment on 730 national students within the United Arab Emirates to gauge the level of self-reported cheating. The results indicated higher levels of collaborative cheating behaviors as compared to U.S. norms, which can be attributed to Arab collectivist societies' strong cultural traditions of working together and helping one another. This session will examine Zayed University's efforts to overcome these cultural challenges, while promoting and clarifying academic integrity in a culturally relevant manner.

<p>137 Community Covenants: A Tool for Moral Development in College Communities</p> <p> Hyatt, Leonessa (I) Larry Correll-Hughes, Baylor University Douglas Henry, Baylor University Tim Powers, Baylor University Emily Rodgers, Baylor University</p> <p>As student affairs educators seek to move beyond simply enforcing rules in residential communities, we also seek tools to help students learn and develop their moral judgments throughout their entire lives. The presenters will examine the use of community covenants and creeds in residential and university settings. The development and implementation of the Brooks College Community Covenant in the first residential college at Baylor University will also be outlined, as well as how the covenant has affected the community.</p>	<p>140 Essential Legal and Ethical Considerations when Working with University and College Counseling Centers</p> <p> Convention Center, 612 Greg Eells, Cornell University Martha Christiansen, Arizona State University Carol Hagans, Butler University</p> <p>Increasingly, institutions of higher education are confronted with making difficult decisions about students who may be distressed, suicidal, or threatening to others. Student affairs professionals and counseling services staff are often on the front line in making these decisions and must work together to balance the interests of the individual student with those of the community. This presentation will outline a framework used to make these decisions, while highlighting the fact that these decisions are best made on a case-by-case basis; it will also address what is considered good practice in the field and what is permitted by law. Key legal and ethical issues will be addressed as they relate to confidentiality, disability issues, the delivery of mental health services, and liability around student suicide.</p>	<p>142 From Sixty to Zero: The Transition from Student Affairs Professional to Faculty</p> <p> Convention Center, 615 Margaret King, The University of Alabama Richard Mullendore, University of Georgia Mark Shanley, Northern Kentucky University</p> <p>"Going to the faculty" can have strong appeal to student affairs professionals yearning to add focus to their lives while advancing the development of a new generation of professionals. The faculty transition can be full of surprises, rewards, and challenges – especially moving from the fast-paced, externally driven schedule of the executive to the relative solitude and self-direction of the faculty experience. Three former vice presidents will share their experiences from differing developmental, career stage, and institutional culture perspectives.</p>
<p>138 Connected and Engaged: A Study of a Learning Community Model at Inver Hills Community College</p> <p>Convention Center, 610 Michael Stebleton, University of Minnesota Dimitra Jackson, Iowa State University Frankie Santos Laanan, Iowa State University</p> <p>Learning communities continue to gain popularity as a retention tool. Many community colleges focus efforts at the developmental education level. Inver Hills Community College (MN), however, uses a hybrid model. In this session, presenters will share the methodology and results of a mixed-methods study conducted by researchers from Iowa State University and the University of Minnesota to learn about students' experiences. They will also discuss implications and recommendations for practice, and provide participants an opportunity to exchange best practices.</p>	<p>141 Establishing an Assessment Culture within Student Affairs</p> <p> Convention Center, 611 Seth Matthew Fishman, The Ohio State University Mitsu Narui, The Ohio State University Rebecca Nelson, The Ohio State University Christa Porter, The Ohio State University Brian Gibson, The Ohio State University</p> <p>Within student affairs, departments are increasingly being asked to provide solid evidence that their services are invaluable to students' education. To be effective, assessment must be integrated into the department's culture. This can present challenges in that it requires all employees to be fully invested in the process. In this session, participants will explore the potential challenges in establishing an effective assessment culture, using the successes and challenges at the Multicultural Center at The Ohio State University as an example.</p>	<p>143 Getting Horizontal: An Innovative Approach to Organizational Aspirations for Learning</p> <p> Convention Center, 2B Kerry P. Welch, University of Central Florida Maribeth Ehasz, University of Central Florida Richard Keeling, Keeling and Associates, LLC</p> <p>Institutions of higher education, including divisions of student affairs, often operate with strong vertical dynamics and only loosely coupled horizontal elements (Keeling, Underhill, and Wall, 2007). This session describes a process that occurred at the University of Central Florida, inspiring staff to explore the practice of crafting and assessing learning outcomes that are intentionally horizontal. By utilizing existing institutional values and organizing horizontal teams, we aspire to make student learning the central rallying point for a transformation of the division.</p>

139 Ending Aversive Racism and Micro-Aggressions in Higher Education: An Essential Element of Social Sustainability



Sheraton, Issaquah
Annemarie Vaccaro, University of Rhode Island

Are you prepared to combat contemporary racism at your institution? Findings from a qualitative study with 20 women of color will guide dialogue and reflection in this session. The presenter will pay special attention to study findings that pointed to racism perpetuated not only by students, but also by faculty and staff who had anti-racist intentions. Participants will be asked to think about specific ways they might combat aversive racism and micro-aggressions on their campus.

144

**Global Partnerships: Exploring Ways to Internationalize Opportunities for Students and Institutions**

Convention Center, 608

Maureen Powers, School for International Training

Alicia Canton, Universidad de Monterrey

Matthew Rader, Institute for the International Education of Students

Guadalupe Ramos, Universidad de Monterrey

Congress's recent Lincoln Commission and Simon Bill suggest that U.S. higher education is racing toward expansion of international opportunities for undergraduates and institutions. Partnering with overseas educators can lead to enhanced programs for all parties, especially students. An overview of international best practices for joint program development, student activities abroad, service-learning, and reciprocity will be explored, along with updates on legislative efforts, compliance, legal issues, and safety and security practices overseas. Participants will discuss partnership options and share experiences.

145

**Going Green in an Era of 'Stuff': Creative Strategies for Sustainable Housing Initiatives**

Convention Center, 602

Jennifer Dingman, California State Polytechnic University, Pomona

Laura Dorfman, California State Polytechnic University, Pomona

As environmental sustainability becomes more significant, housing professionals are continually searching for more creative and practical ways to 'go green'. This presentation will explore the opportunities, challenges, and long-term benefits of a commitment to sustainability within housing portfolios. Through a short video, interactive discussion, and a review of strategies used in University Housing Services at Cal Poly Pomona, participants will share ideas, learn about best practices, and walk away with some practical solutions to this global challenge.

146

**Health Services Facility Space Benchmarking**

Convention Center, 618

Ferdinand Schlapper, Boise State University

Edward Marley, Swaim Associates, Ltd. Architects

Due to a multitude of variables, the determination of adequate health services facility space is unable to be calculated and justified utilizing aggregate and average statistical summaries (e.g., square footage per student or visit) from peer institutions across the country. This program will demonstrate a system for applying health industry standard space requirements to each modular component of an institution's unique health services programming structure and needs.

147

Helping First-Generation Hispanic Students Succeed in College

Convention Center, 4C (1)

Richard Hoover, University of Nebraska – Lincoln

The retention rates of Hispanic community college students continue to be of concern (Harvey, 2002). University of Nebraska – Lincoln researchers interviewed 43 community college faculty to determine what works best in helping Hispanic students succeed in college. Faculty report that student services divisions provide support functions that facilitate Hispanic student success. A student services administrator, SSAO, and professor for the past 38 years will present findings and lead an audience discussion of programs and activities that could be developed to serve the Hispanic population.

148

"I Don't Have to Be Stupid": Partnering to Change Students' View of Intelligence

Convention Center, 619

Michelle Louis, Azusa Pacific University

Rishi Sriram, Baylor University

Many postsecondary educational leaders seek to shape students' behaviors in positive ways with little consideration of the attitudes and beliefs that lead to desired behaviors. This session will describe the ways in which a simple belief – whether a student believes intelligence is fixed or malleable – can profoundly impact student success. Presenters will provide a framework, offer case study examples, and describe college programs and partnerships that have worked to change how students view intelligence and ability.

149

Ingredients for Academic Success of Asian American Doctoral Students

Convention Center, 614

Jessica Kim, University of Pennsylvania

Asian Americans continue to be underrepresented in higher education, especially at the faculty level. This phenomenon can bear serious implications for educational research and the preparation of future Asian American scholars. Examining doctoral education of Asian American students can help uncover some of the reasons a shortage exists. This session draws on the academic and social experiences of twelve Asian American doctoral students across disciplines to determine what factors contribute to student success in doctoral programs.

150

Katrina Revisited: Assessing Past Collaborations to Nurture Future Partnerships

Convention Center, 607

Marc David, Morris College

Artis Hicks, Dillard University

This session examines the results of a satisfaction survey that was administered to Dillard University students during a 26-week collaboration with the New Orleans Riverside Hilton Hotel following Hurricane Katrina. The survey reveals the triumphs and challenges of the collaboration, provides recommendations for recruiting and retaining students in the aftermath of a natural disaster, and offers recommendations for nurturing future partnerships with corporate and nonprofit institutions essential to recovery efforts in the aftermath of a disaster.

151

Lessons Learned: Developing Partnerships between Faculty and Assistantship Providers to Enhance Graduate Student Competencies

Convention Center, 303

Khadish O. Franklin, University of Maryland, College Park

Frank Harris III, San Diego State University

Ashley Postell, The University of North Carolina at Charlotte

Elisha Reid, San Diego State University

Alvin Sturdivant, Saint Louis University

Is there a skills gap for new graduates in their first professional role? How can we ensure the successful competency building of student affairs master's program students prior to graduation? These questions are central to the dialogue this presentation is intended to facilitate. Year after year, newly minted graduates enter the workforce as student affairs administrators. Many find themselves faced with the stark contrast between their graduate experience and the demands of the 'real world.' Join the presenters in discussing how to better facilitate this transition.

152

Linking Benchmark Survey Data, Homegrown Survey Data, and Strategic Planning: Using Innovative Assessment to Improve Sustainability

Sheraton, Aspen

Kim VanDerLinden, StudentVoice

Assessment data can be innovatively used to improve institutional sustainability by linking benchmark and homegrown survey data to the unit and division strategic planning process. In this interactive general interest session, participants will learn how to select benchmark instruments appropriate to their needs, how to approach the homegrown survey process based on benchmark survey results, and how to use this information to guide strategic planning. Applicable to two- and four-year institutions, participants will leave with useful materials to apply.



153 Making a Difference: Supporting the Educational Success of Youth from Foster Care



Convention Center, 2A
Lisa Predovich, *College Success Foundation*
Kelly Kravitz, *Centralia Community College*

Just over 30 percent of foster youth earn a high school diploma. Of those that enroll in college, approximately 3 percent go on to earn a bachelor's degree. This session will explore the culture of foster care, the challenges foster youth face in their quest to college enrollment, obstacles to degree attainment, and proven practices for retaining this important student population.

154 Men's Sexual Violence Prevention: Emerging Practices for the Profession



Convention Center, 604
Todd Henneman, *University of Southern California*
Melora Sundt, *University of Southern California*

New data suggest that integrating a social-norms campaign with single-sex peer education is an effective strategy for preventing sexual assaults among college students. More than 2,000 undergraduate male students at the University of Southern California (USC) have participated in peer-facilitated workshops. A social marketing campaign launched simultaneously reinforced workshop messages. Drawing upon pre- and post- test data, USC researchers and practitioners will discuss the importance of addressing serial perpetrators, integrating research-based strategies, and changes in participants' attitudes and behavior.

155 Navigating NASPA: An "Insider's Guide" to the Association



Convention Center, 4C (3)
Sherry Mallory, *Western Washington University*
Judy Albin, *Pennsylvania State University*
Joseph DeSanto, *NASPA*
Almeda Jacks, *Clemson University*
Christopher Lewis, *Thomas M. Cooley Law School*
Theresa Powell, *Temple University*

New to NASPA? Interested in getting involved but not sure where to start? If so, this is the session for you! Participants will have a chance to learn the inside scoop on NASPA from a panel of current and former NASPA leaders. Learn who's who, how the association's structured, common acronyms, opportunities for involvement, and more.

156 Nourishing Social Change through Sustainability Education: Moving Beyond the Fad to Lifelong Commitment



Hyatt, Princessa (I)
Josh Alexander, The University of North Carolina at Chapel Hill
Annice Fisher, The University of North Carolina at Chapel Hill

With the current fad of going green, it is important to help students understand the lifelong commitment to developing a sustainable society. Sustainability is more than buying organic and recycling – it is a social justice issue. Through structured learning experiences, students can better understand the connection between leadership development, social justice, and sustainability. This presentation highlights the Sustainability Living Learning Community at UNC Chapel Hill and its effort to help students develop lifelong commitments to social change through sustainability.

157 The Only Leader You Can Control is Yourself: Why We Benefit from Reflection



Convention Center, 4C (2)
Jacob Clemens, *Case Western Reserve University*
Richanne C. Mankey, *Daemen College*

Developing college students in an effective way is the cornerstone of the student affairs profession. Student affairs practitioners aim to ethically serve students to insure the profession's ability to appropriately fulfill the needs of college students and their development. Self-reflection is a way to examine ourselves to enhance our leadership practice. It is with commitment to self-reflection leading to our own personal development that we can lead authentically and holistically, with a focus on mind, body, and soul.

158 Portfolio Interviews: Preparing Returning Resident Adviser Applicants for Lifelong Learning



Sheraton, Willow (A)
Rabia Khan, *Loyola University Chicago*
Rashida Love, *The Evergreen State College*
Nicole Ruscheinski, *Loyola University Chicago*

Getting ready for resident adviser (RA) selection? Discover an innovative and meaningful strategy to help your professional staff determine whether or not to rehire returning applicants to their position. Loyola University Chicago created the 'RA Portfolio Interview' to help evaluate an RA's performance during the current academic year while giving them an opportunity to showcase their paraprofessional and leadership contributions to the department. Come learn how to implement this process at your institution!

159 "The Power of One": Developing a Student Leadership Conference through a University Consortium Partnership



Convention Center, 616
Carol Gruber, *Rowan University*
Cheryl Lynn Horsey, *Gwynedd-Mercy College*

Finding innovative ways to provide student leadership development at small colleges and universities can be both challenging and costly. Presenters will examine how eight colleges and universities from the Conference for Mercy Higher Education collaborated to develop a student leadership conference, using the theme of civic responsibility while exploring global issues. Presenters will discuss the purpose, process, planning, implementation, and next steps for the event. Participants will share examples of similar student leadership collaborations from their own institutions.

160 A Pre-entry Success Program Model for African American Males Entering College



Hyatt, Eliza Anderson Amphitheater
Justin Moses, *The Ohio State University*
Todd Suddeth, *The Ohio State University*

Research concerning African American male retention and graduation rates has focused on the need for mentorship and programming for African American male students. Session attendees will learn about the practices utilized by The Ohio State University's Early Arrival Program for African American males – a program proctored by the Todd Anthony Bell National Resource Center on the African American male – and the impact the program has had on participants.

161 Retaining Each Other on a Predominately White Campus



Convention Center, 613
Bridget Kelly, *Seattle University*
Jacob Diaz, *Seattle University*
Alvin Sturdvant, *Saint Louis University*

Through sharing successful academic partnerships among faculty, administrators, and students of color at a predominately White campus, the presenters will highlight how to retain each other through partnerships that uplift our spirit and sustain our drive to educate. Presenters will offer lessons learned through friendship, advising, and professional opportunities that other faculty, administrators, and graduate students of color may heed in their own personal and professional lives. Participants will leave with individual concept maps for forming their own academic partnerships.



12:15 p.m. - 1:30 p.m.

Monday, March 9

163 The Retention of Underrepresented Students in Higher Education: Reaching Inside Your Soul for Excellence (R.I.S.E.)

Convention Center, 3A
Deborah Walker, University of Pittsburgh
Dawna Jones, University of Pittsburgh
Tiffanie Spenser, University of Pittsburgh

The R.I.S.E. program was created to meet the unique needs of disadvantaged, underrepresented students over time. Furthermore, by specifically addressing students' academic problem areas by providing tutoring and mentoring, the R.I.S.E. program counters some of the effects of the cultural inequities of disadvantaged groups early on in their college careers. Tutoring students in math, science, and writing skills, and providing book scholarships helps place them on the same level with other students, while helping them better identify their academic strengths.

164 Shared Service-Shared Learning: First-Year and Graduate Student Partnerships

Convention Center, 201
Phyllis McCluskey-Titus, Illinois State University
Wendy Troxel, Illinois State University

This program introduces research designed to assess student learning in collaborative service projects between first-year undergraduates and graduate students. Using active teaching methods, participants will explore the results of a four-year study, hearing students' own words about the value of this project to their learning and development. Participants will learn about the outcomes students gained through participation in the project, and will consider ways to partner with academic affairs to replicate this teaching/learning process on their own campuses.

165 The SSAO as Presidential Leadership Team Member: Building a Base for Boundary Spanning

Convention Center, 603
Kathleen Lis Dean, John Carroll University

Senior student affairs officers should serve as boundary spanners who connect the president and other officers to the organizational environment through information management and political management functions. This interactive program focuses on the concept of boundary spanning as an essential activity of the SSAO role, as well as potential barriers and practical strategies for serving as an effective link. Participants will identify their own opportunities to engage in boundary spanning and discuss strategies to further develop this capacity.

166 Strategies to Improve Undocumented Undergraduate Student Retention

Hyatt, Leonessa (II)
Angela Chen, University of California, Los Angeles
Lily Chowana-Bandhu, University of Southern California

The goal of this presentation is to share retention challenges experienced by undocumented undergraduates and the innovative institutional strategies to address these concerns. The goal of this presentation is to provide practical tools for innovative and creative student programs and support services established with undocumented student needs in mind. Presenters will incorporate an interactive format to foster greater dialogue that promotes the sharing and exchange of ideas.

167 Strategies for Managing a Satellite Campus

Convention Center, 4C (4)

Yvette Galloway, Prince George's Community College
Denise Swett, Foothill College
Edward Shenk, Alliant International University
Judy McAlpin, Foothill College

This session aims to answer a series of questions relative to satellite campuses. What are the essential services required at a college satellite campus that will ensure there is a college presence that will attract students and local businesses, and provide a seamless educational experience between the main campus and the satellite location? How do you make the satellite experience as enjoyable as that on the traditional campus, at a location that best fits your lifestyle? How do you manage these services while creating a safe campus environment, and conduct college "business as usual," when you are away from home? While each campus is unique, how do you help to create an environment that supports the learning college?

168 Student Engagement through Assessment: Creating Partnerships that Steer the Course of the Institution

Convention Center, 310
Malinda Matney, University of Michigan
Kerin Borland, University of Michigan
Simone Taylor, University of Michigan

Students make their presence known in a number of ways on college campuses. More intentional ways to involve students result in greater partnerships and more creative solutions. This engagement goes beyond traditional student advisory boards to finding ways for students to provide direct input on questions confronting institutional leaders. This presentation will describe examples of using student assessment to directly influence institutional leaders' decision-making, and will seek to answer the question, 'what if we asked the students about this?'

169 Sustaining Your Sanity: Finding Balance as a New Professional

Convention Center, 617

Leslie Sans, St. Edward's University
Alicia Green, University of Kansas

For most new professionals, the first job out of graduate school can be filled with anxiety and an unhealthy drive to prove oneself. This program will highlight issues regarding wellness and self-sustainability that affect student affairs professionals daily, while offering lessons learned and strategies with which to achieve balance and maintain a healthy lifestyle.

170 Using Bystander Intervention to Prevent Sexual Assault: Success with Men and a New Paradigm for Women

Convention Center, 605
John Foubert, Oklahoma State University
Adam Lalor, One in Four

Senior student affairs officers, leaders in health education, and others concerned about sexual assault will learn in this session about a two-year study in which adding bystander intervention training to an established rape prevention program led to the first study ever to find a decrease in sexual assault among male program participants. In addition, the presenters will discuss an evidence-based approach to a bystander intervention program with women that suggests a new paradigm for educating women about sexual assault. Hear how easily these strategies can be applied to other campuses.

171 What's in your Toolkit? Developing Innovative Mentor/Mentee Relationships with Women in Higher Education

Convention Center, 307/308
LeAnne Jones, Northern Arizona University
Kim Kryger, Northern Arizona University
Adiam Tesfay, Northern Arizona University

The role of mentors for young women can often be a key component to their success, personal growth, and vitality within the field of higher education. Research shows that women with mentors have increased job satisfaction and an established life/work balance. This workshop will present techniques for attendees on both ends of the spectrum: mentees will learn how to become more effective in their role and how to find a mentor, while more seasoned professionals will leave with the tools needed to begin mentoring and working more effectively with rising young professionals, including the Millennial generation.



12:15 p.m. - 1:30 p.m.

Monday, March 9

172 "You Missed Our Meeting to Go to Yoga?" Managing Millennial Staff at Small Colleges
 Convention Center, 3B
 Maggie Balistreri-Clarke, Edgewood College
 Barbara Avery, Occidental College
 Jennifer DeBurro Jones, University of New England
 Bill Flanagan, Beloit College

Millennial students are joining the higher education work force alongside the Gen Xers and Boomers who supervise them. Efforts to nourish partnerships among inter-generational colleagues are challenged by differences in fundamental values, such as the role of work in one's life, what loyalty means, and what good communication looks like. Small college administrators share their perspectives on what it takes to meet this latest leadership challenge.

Stetson/NASPA Certificate Program in Student Affairs Law and Policy Spring/Summer 2009

LAST CHANCE TO APPLY FOR 2009 CERTIFICATE PROGRAM...

www.naspa.org/programs/lawcert

- ♦ Introduction to Law and the Legal System
- ♦ Private and Public Law
- ♦ Special Issues in Student Affairs Law and Policy


STETSON
 UNIVERSITY
 College of Law


NASPA
 Student Affairs Administrators in Higher Education

1:45 – 4:45 P.M.

MINI-INSTITUTE: INNOVATE

173 Student Learning for a Deliberative Democracy
 Convention Center, 4C
 Alex Vasquez, Wheaton College
 John Gastil, University of Washington

The deliberative democracy movement is a renewed effort to engage citizens in all aspects of civic and political life, with particular emphasis on efforts to make social and political systems inclusive, fair, and accessible. At institutions of higher education, we expect and promote similar principles within campus communities. Students should engage with the community and its members, value and understand the diversity within the community, encourage and contribute to productive dialogue, resolve conflict, and commit to working toward shared solutions that build better communities. If it is the responsibility of institutions of higher education to educate students to be engaged, informed, and participatory citizens, then the work of creating a deliberative democracy on college campuses is some of the most vital work that must be undertaken. In this mini-institute, participants will explore exemplary research and best practices connected to the work of creating a deliberative democracy, identify the current needs of students, and identify and discuss programs that ensure the development of creative and strong programs established with success in mind.

MINI-INSTITUTE: SUSTAINABILITY

174 Sustainability: Educating Students for the 21st Century
 Convention Center, 401
 Geoffrey Chase, San Diego State University
 Jean MacGregor, The Evergreen State College
 Lori White, Southern Methodist University
 Laura F. Majovski, Pacific Lutheran University
 John Pumilio, The Evergreen State College

According to Donella Meadows, "A sustainable society is one that is far-seeing enough, flexible enough, and wise enough not to undermine either its physical or social systems of support." Many colleges and universities, recognizing they have key roles to play in building a more sustainable future, have launched sustainability initiatives, largely involving campus operations and purchasing. It is less clear how sustainability is being taken up in the student affairs area, apart from facilities, even though students are clearly being drawn to sustainability initiatives. This interactive workshop will offer an overview of sustainability, report on promising faculty and staff development approaches, and provide participants with opportunities to consider how sustainability may inform courses, curricula, and student affairs programming at their institutions.

EXTENDED SESSION:

175 NASPA Faculty Forum: Faculty Roles and Relationships within NASPA
 Convention Center, 605
 Mary Howard-Hamilton, Indiana State University
 Dea Forney, Western Illinois University
 Randy Hyman, University of Minnesota

The NASPA Faculty Fellows, in their role as the primary voice for faculty members within the association, will facilitate a discussion of several key questions designed to provide clarity about how NASPA can better serve the needs and interests of faculty. They include: What are the benefits of faculty membership in NASPA? What expectations do faculty members have of NASPA? How should faculty be represented on the NASPA Board of Directors? On the editorial board of the NASPA Journal of Student Affairs Research and Practice? Should NASPA faculty members have their own knowledge community? What can the Faculty Fellows do to better support the faculty membership of NASPA? Participants will have the opportunity to share thoughts and observations to guide the evolution of the association regarding the role and voice of its full-time and adjunct faculty members.



Highlights



MONDAY, MARCH 9

"Telling"

1:45 p.m. – 3:00 p.m.

Convention Center, 6A-B

See page 7 for description

Monday – 1:45 p.m. – 3:00 p.m.

176 The 10 Myths of Social Justice
Convention Center, 612

Vernon Wall, ACPA – College Student Educators International

The term 'social justice' is being used (and misused) on college and university campus more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? In this program, the 10 myths of social justice will be shared, as well as an assessment that can be used to measure the commitment of your campus, division, or department to inclusion, equity, and social justice. 'Injustice anywhere is a threat to justice everywhere!'

177 ASU Be a Good Neighbor & Community Liaison Program
Convention Center, 204

 **Stephanie Salazar, Arizona State University**

Ian Goodwin, Arizona State University

Off-Campus & Commuter Student Services (OCCSS) was created to connect and engage students residing off-campus through programs and services. Arizona State University has 64,000 students, with a high percentage residing off-campus. OCCSS provides educational programs and services to ASU students that are aimed at educating students about civic engagement, community awareness, involvement and responsibility, city ordinances and state laws, and being a good neighbor. This presentation highlights some outreach programming and approaches to off-campus student issues.

NASPA
FOUNDATION

Silent Auction

Featuring items and services donated by universities and individuals from around the world...



Come by the **Exhibit Hall** to view and bid on donated items.

At the end of the bidding time, the highest bidder on each item "wins" the prize.

Individuals are welcome to bid on more than one item and may bid as many times as they want!

LIVE AUCTION

Monday, March 9 • 8:30 - 9:00 p.m.

Sheraton, Metropolitan (B)

ABOUT THE SILENT AUCTION AND NASPA FOUNDATION: Occurring annually at the NASPA Annual Conference, the Silent Auction is the NASPA Foundation's largest fundraiser. Last year, the Silent Auction raised nearly \$20,000 for research projects and professional development programs in the field of student affairs.

The NASPA Foundation supports the advancement of knowledge concerning students, higher education institutions, and issues facing the student affairs profession. Through the contributions of NASPA members and friends, the Foundation has established an investment program and restricted endowments that provide support for NASPA awards, professional development programs, regional activities, and research projects.

Sunday, March 8, 2009

Bidding open	2:00 - 5:00 p.m.
	7:00 - 9:00 p.m.

Monday, March 9, 2009

Bidding open	9:00 a.m. - 3:00 p.m.
--------------	-----------------------

Tuesday, March 10, 2009

Bidding open	9:00 a.m. - 12:00 p.m.
Winners contacted on site	12:00 - 1:00 p.m.
Winners pick up items	1:00 - 2:00 p.m.

1:45 p.m. - 3:00 p.m.

Monday, March 9

178 Beginning Your Journey: Beyond the Book for New Professionals
 Convention Center, 307/308
 Marilyn Amey, Michigan State University
 Lori Reesor, University of Kansas

Now in its third edition, *Beginning Your Journey: A Guide for New Professionals* provides essential advice and solutions for graduate students and those just starting their careers. In this session, the editors go beyond the book to discuss the top issues facing new student affairs administrators, and examine the unwritten rules and ethics of the student affairs profession.

179 Building Working Relationships across the University: Perspectives for New and Mid-Level Administrators
 Convention Center, 618
 Barbara Bender, Rutgers University
 Tom Miller, University of South Florida

This participatory session will consider ways for new and mid-level administrators to develop collaborative working partnerships with the multiple institutional constituencies with whom they will work. Specific attention will be directed to participating in continuous professional education to develop the critical skills essential for successful administrative careers, including a special focus on strengthening one's political acumen.

180 Calling all Authors: Writing for the NASPA Journal of Student Affairs Research and Practice
 Convention Center, 3A
 Kiersten Feeney, Saint Joseph's University
 Cary Anderson, Saint Joseph's University
 Elizabeth Williams, University of Massachusetts Amherst

Writing for the *NASPA Journal of Student Affairs Research and Practice* is an excellent way to inform colleagues and stimulate dialogue about important topics. Participants will learn the ins and outs of writing for the *NASPA Journal of Student Affairs Research and Practice*. The current editor, associate editor, and editorial assistant will share perspectives on the Journal's editorial process, addressing four major topics: 1) the exciting changes occurring with the journal, 2) the review and publishing process, 3) tips from a reviewer's perspective, and 4) discussion of participant ideas for manuscripts.

181 Capacity and Professional Development Needs of Student Affairs Educators Regarding Assessment of Learning: Report of a Survey
 Convention Center, 3B
 Andrew Wall, University of Rochester

In late spring 2008, the International Center for Student Success & Institutional Accountability (ICSSIA), with the support of Hobsons, conducted a detailed study of the capacity and professional development needs of student affairs professionals regarding assessment. There were three main study questions: 1) To what extent are the skills and competencies identified in *Assessment Reconsidered* present in student affairs professionals? 2) What are the gaps in assessment skills and competencies for student affairs professionals in different organizational positions and institutional types? and 3) What type of professional development in assessment practice would aid in filling the identified skills and competency gaps? Findings, to be reviewed in this session, showed where student affairs professionals learn about assessment; what additional information they are interested in learning; how assessment is integrated in their work; and their attitudes, competency, and skills regarding assessment.

182 A Collaborative Education Series beyond the University's Doors
 Convention Center, 615
 Stephanie Waterman, University of Rochester
 Regina Jones, Syracuse University

Syracuse University, the State University of New York (SUNY) Environmental School of Forestry, and three community organizations collaborated on a year-long, free, educational workshop series held in 2006. The 'Onondaga Land Rights Action and our Common Future' was held monthly at Syracuse Stage. This was a collaborative project not only between town and gown entities, but between academic affairs and student affairs. This was also a successful collaboration between universities and indigenous people.

183 Creating Green Campuses: Planning Programs and Facilities that Promote Sustainability
 Convention Center, 608
 Terisa Remelius, Texas A&M University-Kingsville
 Ricardo Maestas, New Mexico Institute of Mining and Technology

Campus program and facility planning must incorporate the concepts of sustainability in order to support student learning, teaching, and research. In this program, participants will learn about ways to incorporate sustainable options into programs and facility planning.

184 Creating Welcoming Campuses for Students from Rural Communities
 Hyatt, Princessa (I)
 Linda Rains, University of North Dakota
 Margaret Healy, University of North Dakota

When one speaks of rural, many images come to mind – a farm kid, no shoes and bib overalls, peaceful valleys and small towns or, conversely, images of abject poverty and one-room schoolhouses. Some images are true, others are not. Nonetheless, students from rural communities are different from their urban peers. How does being from a rural area impact the possibility of success in college? How can student affairs practitioners be more responsive to rural students through innovation and transformation?

185 Critical Principles and Creative Partnerships: Facilitating Intellectual and Faith Development among Students
 Convention Center, 616
 Christy Moran, Kansas State University
 Alyssa Bryant, North Carolina State University

College is a critical time for students not only to develop intellectually but also to search for meaning in life and to examine their faith-related beliefs and values. Results from a qualitative case study will highlight principles that are critical to facilitating both intellectual and faith development among students. Additionally, small and large group discussions will be held to identify creative ways for faculty and student affairs administrators to partner together to facilitate such development.

186 Describing a Decade of University Students in Canada: Understanding Student and Institutional Patterns and Trends
 Convention Center, 602
 Peggy Patterson, University of Calgary

Presenters will describe an 11-year retrospective study of the self-reported characteristics and experiences of 102,158 undergraduate students who participated in a Canadian University Survey Consortium survey between 1996 and 2007. This is the first longitudinal portrait of Canadian postsecondary students, and highlights trends and variations by the type of institution attended. Besides providing historical information about Canadian undergraduate students, it also creates a foundation upon which to build the practices and partnerships for future research and services for students.

187	Does Religiosity and Religious Life Curb Alcohol Use? Results from a Research Study of Four Colleges and Universities in the South <i>Convention Center, 613</i> Susan Rogers, <i>Young Harris College</i> Gayle Wells, <i>Western Carolina University</i>	 The Evolution of Higher Education for Native Americans in the United States <i>Convention Center, 617</i> Shelly C. Lowe, <i>Yale University</i> Karen Francis-Begay, <i>The University of Arizona</i> Irvin D. Harrison, <i>San Diego State University</i>	 Increasing Access to the Baccalaureate: A Large Institution's Approach for Readmitting Veterans and Adult Dropouts <i>Convention Center, 201</i> Judith Sindlinger, <i>University of Central Florida</i> Mark Poisel, <i>University of Central Florida</i> Tina Smilie, <i>University of Central Florida</i>
Understanding the relationship between religiosity and alcohol use on the college campus is important for student affairs professionals. This research project was a partnership among faculty and student affairs professionals from several institutions. Approximately 850 students from four institutions were surveyed concerning their religiosity level and their alcohol-related behavior. Results showed that students with the highest individual religiosity levels had the lowest alcohol use. Furthermore, the campus alcohol culture at the various institutions showed a significant effect on individual alcohol use. This presentation will explore the results from the data collected, offer suggestions for understanding the importance of campus religiosity, and highlight the importance of joint research projects between student development professionals and faculty members.		<p>This workshop will give an overview of the evolution of Native American higher education in the United States, current issues in Native American higher education for student affairs professionals, and resources to aid professionals' knowledge in their work with Native American students, parents, and communities.</p>	<p>Veterans and older students not admissible to higher education need a chance for successful lifelong learning. Academic Amnesty at the University of Central Florida is a best-practice policy created to nourish adult students while upholding university admission standards. Amnesty recognizes that some veterans and professionals are excellent candidates, but never attended college or were academically dismissed early in life. Participants will discuss the need for a policy at this historical time, as well as paths to establishing a policy, implementing it, and finding successful student candidates.</p>
188	Educational Philosophies of Faculty: Developing Understanding to Nourish Partnerships <i>Hyatt, Leonessa (II)</i> Kimberly Tanner, <i>Valdosta State University</i>	 Exploring Degree Completion of African American Transfer Students at Predominantly White Institutions <i>Convention Center, 310</i> Toyia Younger, <i>University of Maryland College Park</i>	 Innovative Use of NSSE Results in Student Affairs: Lessons from the Field <i>Convention Center, 609</i> Jillian Kinzie, <i>Indiana University Center for Postsecondary Research</i> Gail DiSabatino, <i>Clemson University</i> Sandra Olson-Loy, <i>University of Minnesota, Morris</i>
Understanding one's educational philosophy is a necessary tool for guiding objectives and practice in higher education. Participants will have an opportunity to determine their current educational philosophy according to a brief inventory. Additionally, results of research completed to identify the educational philosophies of faculty at a regional university will be shared. This increased self-awareness and understanding of faculty perspectives will nourish and encourage alliances between academic and student affairs practitioners.		<p>Students of color who transfer from community colleges to four-year colleges and universities are often faced with numerous factors which can influence their persistence. Laanan argues 'because of transfer students' diverse backgrounds, more research is warranted to better understand the factors that facilitate or impede their educational success' (2001). This presentation will help participants identify and understand the factors that influence persistence to the baccalaureate degree for African American transfer students who attended a predominantly White institution (PWI).</p>	<p>More than 1,300 four-year colleges and universities have National Survey of Student Engagement (NSSE) data on their campus. Many student affairs units use NSSE results in innovative ways to assess students' engagement in educationally productive activities, particularly first-year initiatives, academic support, diversity experiences, and involvement in co-curricular activities. A panel of student affairs educators will describe how they use NSSE to inform their efforts to enhance the learning environment. Join us to consider how to put your NSSE data to use!</p>
189	Enhancing Transfer Student Success through Creative Collaboration <i>Hyatt, Leonessa (I)</i> Bonita Jacobs, <i>University of North Texas</i>	 First-Year Student Success: Partnerships on Community College Campuses <i>Sheraton, Aspen</i> Joanna Anderson, <i>Casper College</i> Timothy Beard, <i>Pasco-Hernando Community College</i> Sherry Woosley, <i>Ball State University</i>	 Inspired to be the First: Exploring the Factors that Motivate African American and Latino First-Generation Students to Pursue a College Education <i>Hyatt, Leonessa (III)</i> Pamela Peters, <i>Marquette University</i>
A substantial majority of students graduating from a four-year institution do so with credit from more than one institution, most often earned at a community college. Meeting the varied needs of these individuals can be challenging. Research indicates institutions and their students significantly benefit from a multi-institutional, highly collaborative approach to serving transfers. The presentation will explore promising collaborative programs and policies, including transfer centers at sending and receiving campuses, partnerships between money management centers and financial aid offices, and dual enrollment agreements that enable co-curricular participation at both institutions. Creative approaches to developing intra- and inter-institutional partnerships will be addressed, leading to the development of a transfer program collaboration action plan.		<p>Community colleges face unique challenges when it comes to first-year student success. A number of community colleges are turning to MAP-Works, a unique process that supports partnerships across community college units to support first-year student success. Valuable information is provided directly and quickly to first-year students, academic advisers, members of the student success team, and other applicable faculty and staff. Learn how community colleges use MAP-Works to improve faculty and staff interactions with students, identify at-risk students, and promote student learning.</p>	<p>It is well-documented that students whose parents did not attend college are less likely to pursue a college education than their peers. Yet, many find ways to get to college despite the odds that stand against them. This presentation explores the experiences of Latino and African-American first-generation students who chose to go to college. A college predisposition model is introduced that describes the assets and challenges that shape first-generation students into the resilient young people that become college freshmen.</p>

<p>196 Lessons Learned: How to Survive the Transition from Undergrad to a New Professional</p> <p> Convention Center, 607 Ronni Sanlo, <i>University of California, Los Angeles</i> Sharon Rocacorba, <i>California State Polytechnic University, Pomona</i> Courri Brady, <i>California State University, Chico</i> Judette Tobes, <i>Boston College</i> Terrie Tran, <i>University of California, Los Angeles</i> Kimberly Word, <i>Palomar College</i></p> <p>This panel presentation will focus on the journey of five young professionals of color who ventured into the field of student affairs. They will share how their diversity background affected their decision to go into the field, as well as significant experiences that influenced their career and lessons learned. Stories of how to navigate the field will be shared, especially for graduate students and new professionals. Experienced professionals are also welcome to attend and share their wisdom about the field.</p>	<p>199 Peer-led Student Financial Education: Engaging Students on Both Sides of the Desk</p> <p> Hyatt, Eliza Anderson Amphitheater Danielle Champagne, <i>University of North Texas</i></p> <p>The need for financial literacy and education on campus is understandably a hot topic, but the structure and feasibility of meeting this need presents a challenge, considering the limited resources of many colleges and universities. Utilizing student money management mentors has provided a cost-effective method for financial literacy programming. This session introduces the UNT Student-to-Student Financial Success Project as a basis for peer-led programming and education for students, using a student affairs model.</p>	<p>201 Securing Support for Your Research Project from the NASPA Foundation</p> <p> Convention Center, 619 Kathleen Manning, <i>University of Vermont</i> Shaun Harper, <i>University of Pennsylvania</i></p> <p>The NASPA Foundation supports the discovery of new knowledge through research and innovation in student affairs. This is achieved through a commitment to funding selected research proposals submitted to the Foundation annually from all members of the field. This session outlines the procedures and processes for applying for funding. Graduate students, faculty, and administrators interested in applying for Foundation funding are encouraged to attend.</p>
<p>197 A New Vision: CAS Standards for Graduate and Professional Student Services</p> <p> Convention Center, 606 Jessica Grace, <i>Drexel University</i> Lisa Brandes, <i>Yale University</i> Katie O'Dair, <i>Boston College</i></p> <p>Undergraduate standards and research have permeated the student affairs profession for decades with little discussion on how to best serve the profession's often-neglected minority – graduate and professional students. A panel of experts in the field of graduate and professional student services, as well as the Council for the Advancement of Standards of Higher Education (CAS) will discuss the process that was used to develop the new CAS Standards, what information was considered, and what these new standards mean for professionals who work with, and institutions that serve, graduate and professional students.</p>	<p>200 Playing the Drinking Game: Lesbian, Gay, and Bisexual Student-Athlete Alcohol Use and Innovative Partnerships for Student Learning</p> <p> Sheraton, Issaquah Sally Sagen, <i>California Lutheran University</i> Christine Paul, <i>California Lutheran University</i> Shaunna Payne, <i>Mary Washington University</i></p> <p>The purpose of the presentation is to highlight the distinct developmental challenges and needs of lesbian, gay, and bisexual undergraduate athletes as related to alcohol use. The presenters will also provide innovative approaches for alcohol education within intercollegiate athletics. Discussion will center on issues of perceptions, student development, coping strategies, and education and prevention.</p>	<p>202 Staff Aptitude and Experience Regarding Assessment: Data and Action from Five Campuses</p> <p> Convention Center, 610 Annemieke Rice, <i>StudentVoice</i> Michele Burris, <i>Fordham University</i> Ted Elling, <i>The University of North Carolina at Charlotte</i> Robin Holmes, <i>University of Oregon</i> J. Michael Rollo, <i>Florida Gulf Coast University</i> Argyle Wade, <i>University of Wisconsin-Madison</i></p> <p>This presentation will outline the experiences of five campuses – diverse in region, enrollment, governance, and mission – that launched and responded to an evaluation of staff attitude, aptitude, knowledge, and experience regarding assessment. Data from these campus studies will be compared with data garnered from a 2007 NASPA/ACPA study. Participants will leave with a copy of the instrument, as well as examples of ways these campuses used results to guide professional development agendas, resource allocation, and management strategies.</p>
<p>198 Nourishing Partnerships for the Successful Retention of a Diverse Student Body</p> <p> Convention Center, 4C (1) Anna Gonzalez, <i>University of Illinois at Urbana-Champaign</i> Sara Thompson, <i>University of Illinois at Urbana-Champaign</i></p> <p>It has been proven that involvement in co-curricular activities plays a significant role in the retention of students. Conceptualized in 1998, the Illinois Leadership Center has been able to successfully involve and engage a very large number of traditionally underrepresented and international students within its programs. This session will provide attendees with a model to successfully cultivate partnerships with diverse communities in order to increase their involvement and graduation rates.</p>	<p>200A Retention and Social Justice – Student Affairs & Academic Affairs in Partnership: Creating a Welcoming Campus for Underrepresented Groups</p> <p> Convention Center, 614 Laura LaBauve-Maher, <i>Harper College</i> Kris Conroy, <i>Harper College</i> Travaris Harris, <i>Harper College</i></p> <p>Students and faculty from underrepresented groups often face a variety of challenges on predominantly White, heterosexual college campuses. In order to effectively increase the success of retention programming efforts for at-risk students and faculty, majority group members must experience prejudice-reduction education. The Center for Multicultural Learning at Harper College has overseen the bringing together of both sides of social justice work on campus (i.e. support of the underrepresented groups and the education of the majority), through curriculum infusion, faculty diversity training, multicultural student retreats, and other collaborative efforts with academic affairs.</p>	<p>203 Student Advocacy: Working Together to Support Students</p> <p> Convention Center, 2A Julie Draper, <i>University of Washington Tacoma</i> Jacki Gloger, <i>The University of Arizona</i></p> <p>Student advocacy is at the heart of student affairs. How practitioners define advocacy and see themselves as agents in the process influences their interactions with students. This presentation intends to enable professionals to engage in the role of student advocacy in their everyday work. Navigating bureaucracy and professional boundaries while keeping the best interests of students at the forefront of one's work provides a framework for this discussion.</p>



3:30 p.m. - 4:45 p.m.

Monday, March 9

204 Supervision: Creating a Model of Lifelong Learning

 Convention Center, 611
Greg Naylor, Lynchburg College

'Synergistic Supervision,' as applied by Winston & Creamer (1997), has provided a framework for understanding the interconnectedness of the many interactions that occur between supervisor and supervisee. Just knowing this concept is not enough to be an effective supervisor—it requires an understanding of basic theory and a concentrated application of specific tasks and communications. This session will provide a model for supervision based on the idea of 'Synergistic Supervision' and grounded in student development theory.

205 Supervision 101: Developing Effective Supervision Skills for Graduate Students & New Professionals

 Convention Center, 620
Christina Gonzales, Arizona State University

Mike Walker, The University of North Carolina at Wilmington

Within the framework of student affairs practice, supervising staff is viewed as an essential process that is designed to support staff working toward the goals of the university while advancing their own professional development (Winston & Creamer, 1997). This program provides new supervisors and graduate students with practical knowledge and skill development on effective supervision.

206 Task Force on the Future of Student Affairs

 Convention Center, 4C (2)
Jan Walbert, Arcadia University

Vasti Torres, Indiana University

Join Task Force members in a conversation about the future of the student affairs profession as we envision our responsibilities and contributions to higher education. Participants will have an opportunity to discuss the progress and direction of the Task Force on the Future of Student Affairs.

207 Transitions in Higher Education

 Convention Center, 603
Dean Bresciani, Texas A&M University

Patricia Terrell, University of Kentucky

As 'at will' employees, senior student affairs officers may experience job transitions more often than other student affairs or academic affairs staff. The presenters for this session will explore options for officers in transition, as well as career planning for all senior student affairs officers who have yet to face this challenge.

208 Where Do They Belong? Doctoral Students and their Journey to Build Community

 Convention Center, 211
Jessica White, Oregon State University
John Nonnamaker, Massachusetts Institute of Technology

The concept of community in higher education is broadly defined, yet often exclusively linked with the undergraduate student population. Based on a two-year qualitative study at Oregon State University and the Massachusetts Institute of Technology, this presentation will explore doctoral student community. Results indicate that community as experienced by doctoral students is unique, complex, and influenced by discipline, institution, department, lab, and adviser. A model depicting this dynamic will be discussed along with implications for practice.

209 Where the Rubber Meets the Road: Supporting the Civic Engagement of Leadership Development Organizations' Alumni

 Convention Center, 4C (4)
Becky A. Reamey, The University of Alabama
Marc H. Shook, The University of Alabama

Despite literature documenting the growing trend of 'civic disengagement' in contemporary culture, most collegiate leadership development organizations fail to work directly with their alumni following graduation. This presentation highlights the Blackburn Institute as a national model for engaging and supporting the alumni of leadership organizations to become civically engaged community change agents. Session participants will not only learn about the Blackburn Institute, but will also be able to question administrators and possibly alumni about best practices for alumni support.

210 Women Who Lead: Developing Partnerships between Academic and Student Affairs

 Convention Center, 303
Suzanne Onorato, Florida International University
Bronwen Bares, Florida International University

Partnerships between academic and student affairs at Florida International University (FIU) have grown considerably since the first Women Who Lead event in 2006. This day-long conference provides professional development and leadership opportunities for FIU students through a variety of workshops, panels, and speakers. The presenters will provide an historical overview of this conference, including the evolution of relationships formed across the FIU and Miami-Dade community. Participants will have the opportunity to reflect and share how these strategies may be applied to other campus programs.

Monday – 3:30 p.m. – 4:45 p.m.

211 Advising Graduate Student Organizations: An Innovative Primer

 Convention Center, 615

Mary Hall, University of Virginia

Graduate student organizations are a critical facet of the graduate student experience. Faculty and staff advisers, however, are frequently isolated from colleagues who also act as advisers to graduate student organizations. Presenters will review the literature regarding issues specific to the institution, adviser, and student organization, and discuss experiences working with well-established and new graduate student organizations. The audience will be invited to share practices, experiences, and relevant policies and procedures of their home institutions throughout the presentation.

212 Aligning Expectations for New Professionals: Advice from SSAOs

 Convention Center, 620

Heath Boice-Pardee, Rochester Institute of Technology

 Mary-Beth Cooper, Rochester Institute of Technology

Although many student affairs professionals emphasize the need for mentoring new practitioners in the field (Janosik et al. 2003; Tull 2006), there does not seem to be consensus regarding the competencies necessary for entry-level professionals (Kuk, Cobb, Forrest, 2008). Further compounding the issue, Renn and Hodges (2007) recommend that the student affairs profession take note of the high attrition rate for people who work in student affairs, while underscoring the importance of the supervisory relationship. Throughout the years, a variety of competencies have been identified for successful student affairs educators, however few are directed toward new professionals. This program seeks to highlight the research on desirable competencies necessary for graduate students and new professionals in student affairs, while sharing the perspectives and expectations of SSAOs. By marrying both theoretical and practical points of view, program participants will gain invaluable insight that will allow them to begin a career in student affairs positively.

<p>213 Balancing Conflicts within Identity Intersections: Students Managing Sexual Identity and Christian Identity  Convention Center, 4C (1) <i>Joshua Johnson, Northern Illinois University</i> <i>Lemuel Watson, Northern Illinois University</i></p> <p>Christian students involved with same-sex relationships face diverse challenges. Strife can come from religious organizations, spiritual beliefs, family members, and oneself. Explore how these conflicts have changed or remained the same over the past few generations and with today's students, whose stories were gathered through in-depth interviews. Participants will learn about common themes related to struggles and resources that led to a positive balance. By understanding common challenges Christian students in same-sex relationships encounter, all will be better equipped to offer support.</p>	<p>216 Emerging Scholars in Student Affairs and Higher Education: A NASPA Faculty Fellows Research Symposium  Convention Center, 609 <i>Mary Howard-Hamilton, Indiana State University</i> <i>Wesley Armstrong, Indiana State University</i> <i>Rosa Cintron, University of Central Florida</i> <i>Ted Ingram, Bronx Community College</i> <i>Susan Johnson, Indiana University Bloomington</i></p> <p>NASPA Faculty Fellows will provide an opportunity for emerging scholars in student affairs and higher education to showcase their research. A panel of four scholars will present their research then dialogue with the Faculty Fellows about the trends, issues, and practical application of their findings. Attendees are encouraged to participate in the conversation with the researchers.</p>	<p>219 First Year as an SSAO: Creating Partnerships and Learning to Survive  Convention Center, 603 <i>Maggie Culp, Solutions Oriented Consulting</i> <i>Steven Helfgot, The Maricopa Community Colleges</i></p> <p>New SSAOs face unique challenges, especially in the community college. In this interactive presentation, participants will learn how to assess a college's culture and build alliances, create a relationship with the chief executive, evaluate and strengthen the student affairs team, identify and review essential data, establish baselines, build partnerships, and restructure student affairs. Participants will also identify ten traps to avoid and analyze "Surviving the First Year: A Comprehensive Check List for the SSAO."</p>
<p>214 Collaborative Learning across Disciplines and Institutions: Multi-University Intergroup Dialogue Research (MIGR) Project  Convention Center, 608 <i>Gary Anderson, University of California, San Diego</i> <i>Biren (Ratnesh) Nagda, University of Washington</i> <i>Jaclyn Rodriguez, Occidental College</i></p> <p>This interactive workshop describes a nine-university collaboration to evaluate intergroup dialogue, a multi-disciplinary educational practice that creates meaningful interaction and learning across race, gender, sexual orientation, social class, and other social identities. Evolving over the past two decades, intergroup dialogue is recognized as a promising practice in higher education for fostering student learning across difference. The Multi-University Intergroup Dialogue Research (MIGR) Project, funded by the WT Grant and Ford Foundations, spanned six years of shared development and implementation among student affairs practitioners and academic affairs researchers.</p>	<p>217 Facebook, Blogs, Tweets: How Staff and Units can Use Social Networking to Enhance Student Learning  Convention Center, 610 <i>Malinda Matney, University of Michigan</i> <i>Kerin Borland, University of Michigan</i></p> <p>The use of social networking sites such as Facebook has risen markedly among students. Whether to use is no longer the question for staff and faculty, but rather, in what ways? The presentation team has used both national and local questions from the CIRP Freshman Survey, as well as locally administered surveys through StudentVoice web and PDA administration, to try to answer the question of how best to integrate social networking into work and communication with students. Presenters will share their findings and how they have been applied.</p>	<p>220 Get a CLUE! An Innovative Partnership Based on Multiculturalism and Leadership for Sophomores  Convention Center, 618 <i>Lesley-Ann Brown, Texas A&M University</i> <i>Katia Crawford, Texas A&M University</i> <i>Arthur Watson, Texas A&M University</i></p> <p>Living in an increasingly diverse society, the need to educate students in the area of multiculturally competent leadership is vital to their development and success. Cultural Leadership, Understanding, and Exploration for Sophomores (CLUES) is a multifaceted learning community that merges both multicultural education and leadership education in an almost seamless partnership between student affairs and academia. This life-changing experience was developed around a three-credit-hour course based on the Social Change Model of Leadership Development.</p>
<p>215 Connecting to Community: Deliberation and Student Engagement  Convention Center, 310 <i>Thomas Workman, Baylor College of Medicine</i></p> <p>Centers for public deliberation at colleges and universities offer exciting new opportunities to connect academic and student affairs efforts to increase student civic engagement and active participation in campus issues. This workshop provides a model of student-centered deliberation at the University of Houston-Downtown, where public forums involve students in both campus and community issues. Strategies, resources, and lessons learned are provided for institutions wishing to utilize deliberative forums in partnership with academic units.</p>	<p>218 Feeding the FYRE: Learning Outcomes, Curriculum, and Assessment in First-Year Residential Programs  Convention Center, 211 <i>Margaret Leary, Dartmouth College</i> <i>Krista Beron, Dartmouth College</i> <i>Natalie Moses, Dartmouth College</i> <i>Tessa Tyson, Dartmouth College</i></p> <p>The key to strengthening the effectiveness of first-year residential programs and fulfilling learning outcomes is effective management in the assessment of the curriculum. In this session, participants will learn how assessment can be used to make modifications and improvements in the curriculum. The comprehensive assessment plan and the data collected from the presenters' most recent survey will be used to practice creating a plan to measure the impact of a residential program on any campus.</p>	<p>221 Giving Back: Partnering Cultural Centers and Alumni Networks for Scholarship Fundraising  Convention Center, 607 <i>Edwin Romero, California State Polytechnic University-Pomona</i> <i>Nikki Khurana, California State Polytechnic University-Pomona</i> <i>Lorena Marquez, California State Polytechnic University-Pomona</i> <i>Cecilia Santiago, California State Polytechnic University-Pomona</i></p> <p>During financially difficult times, more and more students struggle with financing their education. In order to insure that underrepresented students continue to have access to higher education, it is imperative that partnerships be developed in order to provide much-needed fundraising support for scholarships. Presenters will share their experiences with a successful partnership and facilitate a discussion around this emerging role of student affairs professionals.</p>

<p>222 Good Ol' Alma Mater: Perceptions of Student Involvement from a Survey of Alumni Convention Center, 204 David DiRamio, Auburn University Deborah Shaw, Auburn University</p> <p>Presenters discuss findings from a survey of 2,284 alumni, focusing on student involvement. Building on theories from previous research, this study compares involvement in activities with multiple measures of satisfaction. Several student profiles and an 'index of involvement' will be presented. Results suggest a relationship between activities, experience, and opinion of the institution. Findings also hint at connections with career preparation. Implications for programming will be discussed and session attendees will have a chance to participate using audience response technology.</p>	<p>225 Meeting the Mental Health Care Needs of Returning Veterans on Campus Convention Center, 602 Bernadette Mencke, Washington State University Robert Mock Jr., University of Arkansas</p> <p>Veterans from the Iraq and Afghanistan wars are returning to campuses. Statistically, these soldiers will have reported or unreported forms of post-traumatic stress disorder (PTSD) or traumatic brain injury (TBI). Elements of the new GI Bill will increase students' enrollment and reduce their financial burden, putting access to higher education within their reach. It is critical for student affairs professionals to develop a campus plan of action in preparation for this growing student population.</p>	<p>228 Nourishing Male Engagement on College Campuses Convention Center, 2B Shannon Howes, DePaul University Mark Manderino, DePaul University Richard Morales, DePaul University Heather Shook Christman, DePaul University</p> <p>This session will engage attendees in conversations about current engagement trends of male students and the impact on the student affairs profession. The presenters represent three different student affairs areas at DePaul University (multicultural student affairs, student leadership development, and student life) who researched this topic through multiple methods. Findings will be presented that have implications for how to market, program, train, and engage male students. This session will nourish ideas for conducting similar research and programmatic work on other campuses.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>223 Homeschoolers' Perspectives on College and How to Best Serve this Growing Population Convention Center, 613</p>

Crystal Goodman, *University of Hawai'i*
Over the last decade, the number of homeschooled students has grown to an estimated 1.1 million (Princiotta, Bielick, & Chapman, 2006), and students who were homeschooled attended college at rates equal to those of their traditionally schooled peers (Ray, 1997). This presentation of findings from a qualitative study of homeschooled students currently in college will provide an overview of how homeschoolers view their pre-college and college educational experiences and how institutions can appropriately serve their unique needs.

<p>224 Innovative Strategies and Tools for Assessing Multicultural Competence in Student Affairs Organizations Hyatt, Eliza Anderson Amphitheater Lacretia Johnson, <i>University of Vermont</i> Jacob Diaz, <i>Seattle University</i> Pamela K. Gardner, <i>University of Vermont</i></p>

This session will explore the innovative ways the Division of Student and Campus Life at the University of Vermont and the Division of Student Development at Seattle University have assessed the organizational multicultural competence of their student affairs units. Presenters will examine both quantitative and qualitative approaches, including the Multicultural Competencies in Students Affairs Questionnaire and the implementation of the Multicultural Competencies Evaluation Team as strategies that can be used at a variety of institutions.

<p>226 Moving On: Voluntary Staff Departures at Small Colleges and Universities Convention Center, 201 Carrie Kortegast, <i>Iowa State University</i> Florence Hamrick, <i>Iowa State University</i></p> <p>Although voluntary departures are frequent among new professionals at small colleges and universities, there is little systematic information about the process of departing a job at one campus to accept a position at another. This presentation and panel discussion will explore findings from a study on the professional and developmental dimensions of voluntary departures. Findings indicate that supervisors and graduate faculty members can position voluntary departures as routine occurrences related to career advancement and/or personal fulfillment that, in cooperation with dedicated supervisors, can be professionally managed.</p>	<p>227 Nourishing Change: Developing and Adapting Residential College Programs for the Millennial Generation Sheraton, Willow (A) Chris Gregory, <i>The University of North Carolina at Greensboro</i> Justin Horton, <i>The University of North Carolina at Greensboro</i> David Rogers, <i>The University of North Carolina at Greensboro</i></p> <p>Throughout the history of higher education, residential colleges have offered students and faculty a way to connect experiences in and out of the classroom. While these programs have had a positive and measurable impact on the students that participate, over time, some of these programs have not evolved to meet the needs of a younger and more challenging population. In this session, the presenters will discuss how to hold on to the traditions that have made these programs so successful, while updating and adapting the experience to meet the needs of a new generation.</p>	<p>229 Operation Sudden Fall: Rising Up! Convention Center, 4C (4) Susan Shuckett, <i>San Diego State University</i> James Lange, <i>San Diego State University</i> Eric Rivera, <i>San Diego State University</i></p> <p>San Diego State University police and the DEA arrested students for drug trafficking. The action was covert to administrators due to risk from weapons, possible cartels, and quantities of drugs. Immediate effective response by student affairs was facilitated by active, long-standing, interdepartmental and interdisciplinary relationships. The power of existing partnerships was central in problem assessment, crisis readiness, and follow up. Key players at San Diego State University will discuss the institution's drug involvement and multidisciplinary cooperation in action.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



3:30 p.m. - 4:45 p.m.

Monday, March 9

231 Partnering with Local Law Enforcement to Enhance Safety on Small College Campuses
 Convention Center, 3B
 Tom Huelsbeck, *Pacific Lutheran University*
 Todd Badham, *University of Puget Sound*
 Tony Berger, *Pacific Lutheran University*

The safety and security of our campuses and the surrounding community has never been more challenged. At the same time, expectations of parents, students, and administration have never been higher. Despite this, few small and midsized schools are able to employ fully commissioned law enforcement professionals. Explore with the panelists partnerships that aim to increase overall safety and security by enhancing access to and utilization of resources and increasing inter-agency communication.

232 Perfectionism and Her Sisters: Exploring the Voices of Female Undergraduates
 Sheraton, Willow (B)
 Alexis Andres, *University of Virginia*
 Christy Anthony, *American University*
 Jennifer Wegner, *University of Michigan*

An online search for "effortless perfection" returns topics ranging from the Gilmore Girls to fashionistas to corporate management, but how is it affecting women students on campuses today as they shape their self-expectations for decades to come? This program will explore women's identity development around the concept of effortless perfection and how media sources amplify students' vulnerability to it. Examples of considerations on three campuses will be explored and coupled with key research findings.

233 Reducing the Risk of 21st-Birthday Drinking: Research Results and Recommendations
 Convention Center, 303
 Laura Oster-Aaland, *North Dakota State University*
 Jane Vangsness, *North Dakota State University*

Particularly dangerous to college students is 21st-birthday drinking. This session shares findings from a NIAAA Rapid Response grant that studied a 21st-birthday personalized normative feedback intervention and assessed helping behavior on students' 21st birthdays. Strengths and weaknesses of existing 21st-birthday interventions will be reviewed and recommendations offered for campuses wishing to moderate such drinking.

234 Resiliency, the Strength of Lifelong Learners
 Convention Center, 617
 Stephanie Waterman, *University of Rochester*
 Donna Brown, *Minnesota State University Moorhead*
 Justin Guillory, *Northwest Indian College*
 Star Oosahwe-Yellowfish, *Oklahoma City Public Schools*
 Heather Shotton, *University of Oklahoma*

This panel will present four studies of Native American college students and graduates. Specific topics explored will be the concept of giving back, experiences of high-achieving women, tribal college transfer students, and motivation. Resiliency was a common thread in each study.

235 The Safety Equation at Community Colleges
 Convention Center, 614
 Brett Campbell, *Tulsa Community College*

The safety and security needs of community colleges differ from other institutions of higher education due to their distinct mission and nature. Defining the equation of a safe and secure community college campus demands a balance of access, training, and resources. This presentation will illustrate and provide examples of the implementation of a balanced approach to campus safety. The presenter will discuss using technology and furthering partnerships with community resources. A case study approach will be utilized reflective of the presenter's institution and current project assignment. The approach to implementation is grounded in recommendations from various state reports post-Virginia Tech.

236 So Long, Sister: Examining Panhellenic Sorority Membership Attrition
 Convention Center, 606
 Renee Wiedenhoef, *Marquette University*
 Becky Dretzler, *Butler University*

The continual change in college student culture is not foreign to Greek life, sororities in particular. Student affairs professionals are called to support, challenge, and create the environments necessary for today's college women to flourish in these organizations. Two sets of membership retention data and research will be discussed to draw upon the experiences of sorority women in private and public institution settings. Utilizing recent research – supported by the National Panhellenic Conference and Center for the Study of the College Fraternity and based on the work of Gilligan – the implications of why women are currently leaving Panhellenic sorority communities will be discussed, as well as how professionals can plant the seeds of change to address a variety of issues. These include methods of collecting membership retention information, addressing current trends in membership needs, collecting accurate membership records, and working with students, alumnae, volunteers, and fraternal stakeholders to create clear, realistic membership expectations.

237 Student Affairs as Boundary Spanners: Our Roles in Cross Border Education
 Convention Center, 616
 Roger Ludeman, *International Association of Student Affairs and Services*
 Gary Rhodes, *Loyola Marymount University*

PLATO (Project for Learning Abroad, Training/Outreach) and PLUS (Project for Learning in the United States), FIPSE grants based at Loyola Marymount University, provide new resources for U.S. colleges and universities, including online study abroad courses, diversity outreach resources, and international student online courses and resources. This presentation will show how student affairs practitioners can provide support for PLATO/PLUS, including recruiting underrepresented students to study abroad and preparing and retaining international students for study in the U.S. PLATO/PLUS resources will be available along with time for discussion.

**238 Students with Learning and Attention Challenges:
Why Fee-for-Service Works**



Convention Center, 3A

Jeff Orgera, *The University of Arizona*

Students with learning and attention challenges are arriving at colleges and universities in higher numbers each year. Due to their unique learning needs, coupled with the variability of the services that exist in high school and postsecondary settings, these students sometimes struggle to persist and graduate. This session will explore how a fee-for-service academic support structure offers rich and vibrant opportunities to students, development goals, and the institution as a whole.

239 Student Thriving: The Emergence of Positive Student Development Theory



Convention Center, 619

Eileen Hulme, *Azusa Pacific University*

Michelle Louis, *Bethel University*

Dub Oliver, *Baylor University*

Student thriving is an emerging approach to student development that emphasizes what is right with students for the purpose of educating individuals who will flourish in their learning, living, relationships, and organizations. This session will introduce six character strengths – hope, zest, curiosity, love, gratitude, and self-regulation – as the theoretical foundation for positive student development theory. Practical suggestions on how to assess and develop these character strengths will be discussed.

240 Suicide Prevention: A Multi-Campus Approach



Convention Center, 307/308

Mark Evans, *University of Oregon*

Ross Artwohl, *Oregon State University*

Suicide is the second leading cause of death among college and university students. Yet, most students don't give suicide much thought until it strikes close to home. This presentation with slides will describe the unique approach taken in Oregon, where a consortium of colleges and universities have banded together to address suicide prevention collectively. In addition to describing strategies and conveying lessons learned, the consortium's director will share survey results that bear on the impact of institutional efforts.

241 Telling Revisited: Partnering to Support and Advocate for Campus Veterans



Convention Center, 612

Gretchen Jewett, *University of Oregon*

This session focuses on how the University of Oregon has built a support program for veterans through collaboration among students, faculty, staff, and community stakeholders. Participants will also get a behind-the-scenes look at Telling. Individuals closely involved with the production will talk about the making of Telling and the impact this moving production has had on them and the greater campus community. Participants will reflect on their own campus initiatives to support veterans and areas for potential growth.

242 Understanding Student Affairs Organizations: A Primer for New Professionals and their Supervisors



Convention Center, 2A

Eric Jessup-Anger, *Michigan State University*

Marilyn Amey, *Michigan State University*

New professionals frequently voice frustration with the dissonance they feel between how things 'should be' in student affairs and the reality they experience in their organization. This sentiment often arises as new professionals seek to implement change. In this session, the presenters will examine the unwritten rules that affect work in student affairs and then provide new professionals – and their supervisors – with a framework and tools to assess their organizational culture and its political realities.

ANNOUNCING A NEW AWARD FOR CAMPUSES

ZETA TAU ALPHA AWARD FOR INNOVATION IN CAMPUS HAZING PREVENTION AND EDUCATION



\$10,000 cash prize

Visit HazingPrevention.org in booth #113 to pick up an application

Application deadline Nov. 15, 2009 • First award to be given March 2010

This award will annually recognize one campus for its innovative, comprehensive, year-round hazing prevention programming, that is:

- Created through collaboration across the institution;
- Comprehensive and directed at various audiences;
- Supported by senior-level administration;
- Grounded in research and proven prevention practices, and assessed for future evolution and improvement;
- Strategic about how the prize money will be used to further efforts.

Contact maxwell@hazingprevention.org for more information

3:30 p.m. - 4:45 p.m.

Monday, March 9

Purchase any NASPA publication and enter a drawing for a chance to

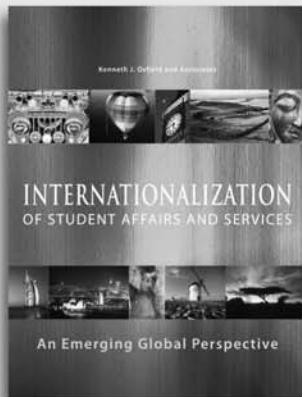
WIN A MINI LAPTOP!*



NASPA Bookstore

NEW RELEASES

Engaging Resources • Conference Discounted Titles • Special Events



Book Signing: Tuesday, March 10, 10 – 11 a.m., NASPA Bookstore

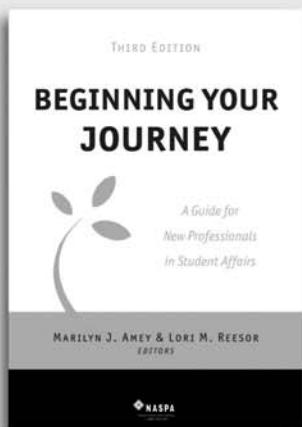
Program Session: Tuesday, March 10, 1:45 – 3:00 p.m., 612 Convention Center

Kenneth J. Osfield and Associates

Internationalization of Student Affairs and Services An Emerging Global Perspective

The growing involvement of student affairs professionals in international collaboration and exchange represents one of the most important developments in the profession in the past three decades. This book explores the role international education plays in building communities, developing institutional partnerships, expanding perspectives, and strengthening communications on campus.

Paperback \$74.99/\$54.00 ISBN 978-0-931654-44-2



Book Signing: Tuesday, March 10, 10 – 11 a.m., NASPA Bookstore

Program Session: Monday, March 9, 1:45 – 3:00 p.m., 307/308 Convention Center

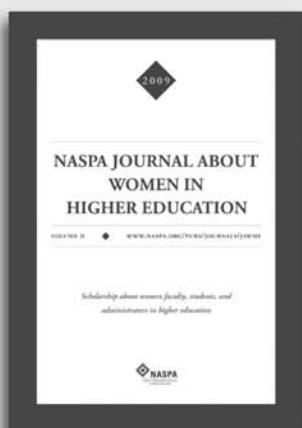
Marilyn J. Amey and Lori M. Reesor, Editors

Beginning Your Journey

A Guide for New Professionals in Student Affairs (Third Edition)

In this new and updated edition, the authors examine key issues facing new professionals and suggest ways of thinking about the challenges and opportunities offered by a career in student affairs. New topics include navigating the first job search process, managing campus crises, and building relationships with faculty to promote student success.

Paperback \$44.95/\$35.00 ISBN 978-0-931654-05-3



Susan B. Twombly & Barbara K. Townsend, Editors

2009 Journal About Women in Higher Education

Scholarship about Women Faculty, Students, and Administrators in Higher Education

This blind peer-reviewed scholarly journal aims to deepen understanding of issues facing women faculty, students, and administrators. Articles focus on empirical research, pedagogy, and administrative practice. Intended for both practitioners and researchers, it is designed to increase interest in research about women faculty, students, and administrators in higher education and to highlight current examples of this research.

Published Annually \$89.00/\$59.00 ISBN 978-0-931654-54-1 ISSN 1940-7882

NASPA Publications are available on-site at the NASPA Bookstore, online at <http://bookstore.naspa.org>, or by calling 301-638-1749.

*Item shown may differ from actual item.

Tuesday Schedule

7:30 a.m. – 9:30 a.m.	9:00 a.m. – 3:00 p.m.	3:15 p.m. – 4:45 p.m.
Community College Division Meeting Sheraton, Alki Board Room	Exhibit Hall Open Convention Center, 4E	NASPA Think Tank Meeting (Invitation Only) Sheraton, Greenwood
Fraternity & Sorority Knowledge Community Business Meeting Sheraton, Grand Ballroom (B)	Cyber Café Open Convention Center, 4D (SkyBridge)	3:15 p.m. – 4:30 p.m.
Student Leadership Programs Knowledge Community Breakfast/ General Membership Meeting Sheraton, Grand Ballroom (A)	Technology Knowledge Community Business Meeting Hyatt, Portland	Student Affairs Assessment, Evaluation, and Research Knowledge Community Business Meeting (open to all KC members) Hyatt, Discovery
7:30 a.m. – 9:15 a.m.	9:00 a.m. – 10:00 a.m.	4:30 p.m. – 5:30 p.m.
NASPA Think Tank Meeting (Invitation Only) Sheraton, Greenwood	Panel of Listeners Convention Center, Level 4 North Lobby	NASPA Annual Business Meeting Convention Center, 4C (4)
7:30 a.m. – 9:00 a.m.	10:30 a.m. – 11:45 a.m.	5:00 p.m. – 6:00 p.m.
Small College and University Division Leadership Meeting Hyatt, Discovery (A)	Featured Speaker – Paul Loeb Convention Center, 6 (A & B)	Gay, Lesbian, Bisexual & Transgender (GLBT), Women in Student Affairs (WISA), and Men and Masculinities Knowledge Communities Roundtable Discussion on Transgender Concerns Hyatt, Princessa (II)
Traditionally Underrepresented Students Advisory Group Sheraton, Madrona	NASPA President's Reception for Award Winners Sheraton, Kirkland	5:30 p.m. – 6:30 p.m.
7:30 a.m. – 8:45 a.m.	12:00 p.m. – 1:30 p.m.	MultiCultural/MultiRacial Knowledge Community Interest Meeting Sheraton, Ravenna
Law and Public Policy Breakfast Briefing Convention Center, 4C (4)	NASPA Annual Awards Luncheon Sheraton, Metropolitan (Ballroom)	6:00 p.m. – 7:30 p.m.
7:30 a.m. – 8:30 a.m.	12:15 p.m. – 1:15 p.m.	Multi-Institutional Study of Leadership (MSL) Liaison Meeting Sheraton, Willow (B)
2010 Program Committee Meeting Hyatt, Blewett Suite	Health in Higher Education Knowledge Community Business Meeting (open to all KC members) Hyatt, Discovery	7:00 p.m. – 9:00 p.m.
7:45 a.m. – 8:45 a.m.	Panel of Listeners Convention Center, Level 4 North Lobby	Men and Masculinities Knowledge Community Scholar/Practitioner Address and First Annual Awards Ceremony Hyatt, Stevens
Panel of Listeners Convention Center, Level 4 North Lobby	1:15 p.m. – 1:45 p.m.	Region I RVP Reception Sheraton, Region I Suite
8:00 a.m. – 9:15 a.m.	Exhibit Hall Refreshment Break Convention Center, 4E	Latino/a Knowledge Community Awards Banquet Hyatt, Princessa (I)
Latino/a Knowledge Community Closed Business Meeting Sheraton, Admiral	1:45 p.m. – 3:00 p.m.	The Vermont Connection Social
8:00 a.m. – 9:00 a.m.	Featured Session – Presidential Panel Convention Center, 6 (A & B)	Hyatt, Menzies Suite
Meeting of Specialty Administrators in Assessment, Staff Development, Strategic Planning, and Assistants to VPSAs Sheraton, Alki Board Room	1:45 p.m. – 2:45 p.m.	7:00 p.m. – 8:30 p.m.
Indigenous Peoples Knowledge Community (IPKC) Business Meeting Sheraton, Aspen	Panel of Listeners Convention Center, Level 4 North Lobby	Azusa Pacific University Alumni Reception Sheraton, Capitol Hill
Gay, Lesbian, Bisexual & Transgender (GLBT) Knowledge Community Business Breakfast Sheraton, Douglas	2:00 p.m. – 3:30 p.m.	College Coalitions for Substance Abuse Prevention: News from the Front Lines Sheraton, Ballard
8:00 a.m. – 9:00 a.m.	Student Affairs Assessment Consortium Update (SSAO Invitation Only) Sheraton, Grand Ballroom (A)	
8:00 a.m. – 9:00 a.m.	3:00 p.m. – 4:30 p.m.	
	NASPA Educational Programs Planning Meeting 2009-2010 Hyatt, Portland	



DisAbility Concerns Knowledge Community Reception
Sheraton, Spruce

Friends and Alumni of the University of Washington-Seattle
Sheraton, Madrona

Friends of Texas A&M University Reception
Hyatt, Discovery

Friends of the University of Minnesota
Hyatt, Seath

Friends of the University of Southern California Reception
Hyatt, Portland

Louisiana State University Reception
Sheraton, Cedar

North Dakota State University Reception
Sheraton, Admiral

San Diego State University & Friends Reception
Sheraton, Madrona

Sigma Phi Epsilon Fraternity Reception
Sheraton, Aspen

State of Georgia Reception
Hyatt, Blewett Suite

Students, Alumni, and Friends of Bowling Green State University Reception
Sheraton, Grand Ballroom (A)

Teachers College Alumni Reception
Sheraton, Greenwood

University of Arkansas Reception
Sheraton, Willow (A)

University of Nebraska-Lincoln Reception
Hyatt, Sherman

7:00 p.m. – 8:00 p.m.

Joint Knowledge Community Reception – Student Affairs Professionals Working In and With Academic Affairs (SAPAA) and Administrators in Graduate and Professional Student Services (AGAPSS)
Sheraton, Kirkland

Parent & Family Relations Knowledge Community Reception
Sheraton, Leschi

9:00 p.m. – 11:00 p.m.

NASPA Annual Talent Show
Hyatt, Leonessa Ballroom

11:00 p.m. – 1:00 a.m.

NASPA Annual Dance Party
Hyatt, Leonessa Ballroom

Tuesday – 7:30 a.m. – 8:30 a.m.

243 A New Approach for Supporting Doctoral Students: Rossier School of Education's Doctoral Support Center (DSC)
Convention Center, 609
Gokce Gokalp, *University of Southern California*
Linda Fischer, *University of Southern California*
Ilida Jimenez y West, *University of Southern California*
Edlyn Peña, *University of Southern California*

The increase in time-to-degree and attrition rates of students in doctoral programs highlights the importance of identifying the challenges students face and developing support systems and services to address them. The presenters will discuss innovative means to support students to complete their doctorate. Findings from the study that explored the efficacy of the Doctoral Support Center (DSC) at USC's Rossier School of Education will be presented by a panel of DSC advisers, and the audience will share practices and experiences.

244 Creating Partnerships through Relationship Capital
Convention Center, 615
David Jones, *The University of Alabama*

In today's campus environment, having all the knowledge, money, or staff may not be enough to be successful. Certainly not having any of these will prove to be a barrier, but now more than ever, success in student affairs is dependent on the ability to develop relationships with campus partners. Attend this roundtable discussion on how to develop 'Relationship Capital.' Whom you know can be more important than what you know.

245 Downsizing: Some Legal Considerations
Convention Center, 617
Peter Kushibab, *Maricopa Community College District*

The breadth of the current economic crisis is presenting colleges and universities with challenges unlike any that institutional leadership has previously seen; among the most painful is the need to reduce staff. The necessity of imposing layoffs and reductions in force presents a host of legal questions: Do institutional policies afford the means to meet budgetary demands? What additional policies need to be implemented? Do affected employees have the right to challenge layoff decisions? This senior student affairs officer roundtable discussion will address these legal and policy concerns, and facilitate a valuable information exchange to help participants work through such thorny issues.

245A Find Balance by Having a Strong Foundation
Convention Center, 619
Nathan Victoria, *NASPA*

Designed for undergraduate students, this session will discuss how students can manage their future life as an administrator. Topics discussed will include how and when to seek colleagues for help, utilizing advisers, setting realistic personal and professional goals, time management, and professional ethical dilemmas.

246 Lessons Learned from the 2008 General Election: How to Increase the Youth Vote on College Campuses
Convention Center, 613
Amy Sponsler, *University of Illinois at Urbana-Champaign*

After declines in youth electoral participation since 1972, there has been a steady increase in youth voter turnout in the past two election cycles. This Millennial Generation represents more than one-fifth of the electorate. How did this young generation of voters affect the 2008 general election? Using data from the Pew Charitable Trusts and Campus Compact, the presenter will discuss results from the election, and the audience will share best practices and experiences from their campuses.

247 Mixed-race Student Organizations on Campus: What's Next?
Convention Center, 612
Marc Johnston, *The University of Arizona*
C. Casey Ozaki, *Michigan State University*

In recent years, there has been a growing focus on the experiences of mixed-race/multiracial college students with regard to research and practice. What does the future hold for this population that continues to grow and change the face of college campuses? How can we help to build more sustainable multiracial organizations? This roundtable will provide an opportunity for professionals to engage in discussion and sharing about their experiences, challenges, and innovations in supporting multiracial students and their organizations.



248 Roundtable on Mid-semester Transfer Student Adjustment
Convention Center, 611
Scott Peska, Northern Illinois University

Transfer student adjustment has largely focused on students starting at the traditional fall semester. This roundtable dialogue will focus on the adjustment of transfer students (primarily from community colleges) who enter a four-year institution in the spring semester. Participants will learn about common issues discovered in research and will be asked to share programs and services designed to aid in mid-semester transfer student adjustment.

249 Skin to Skin, Mentoring Students of Color: The Good, The Challenging, The Future!
Convention Center, 616
Marla Wyche-Hall, The University of New Mexico

'It doesn't matter if you're black or white' is a great title to discuss an ever-popular issue of race being a factor when looking at the success of a mentee / mentor relationship in the 21st century in higher education. Does race play a major role in the academic success of students of color in higher education? Are the ingredients to a healthy, nurturing, and successful mentoring relationship those of caring, investment, time, and energy? Is the standard of the 21st century saying that as long as a person is of good will, race doesn't matter? In addition to examining these questions, this roundtable discussion will explore issues of race, gender, and class dynamics through the lens of students of color. One of the main questions to be explored is, "Does race really make a difference for students of color when formulating and cultivating mentor / mentee relationships while pursuing a degree in higher education?" There are many good issues and many challenging issues, but, in the end, there are many issues that hold a futuristic light for students of color in the 21st century.

9:00 A.M. – 12:00 P.M.
MINI-INSTITUTE: ASPIRE

250 Living into Your Future: A Systemic Approach to Making Aspirations a Reality
Convention Center, 401
Scott J. Allen, John Carroll University
Kathleen Lis Dean, John Carroll University

Participants will have the opportunity to juxtapose the latest thinking and theory on leadership and leadership development with a program or project for which they have passion. By doing so, participants will have an opportunity to unpack the knowledge, skills, and abilities needed to lead others into a desired future.

Tuesday – 9:00 a.m. – 10:15 a.m.

251 Baby Mamma Trauma in Academia: Factors that Contribute to African American Single Mothers' Persistence in Higher Education
Convention Center, 602
Vanessa Johnson, Northeastern University

The presenter will explore the persistence of African American single mothers who manage to graduate from high school and are opting to attend colleges and universities where they enter as traditional-age college students, many as first-generation; therefore, having many of the same challenges as their African American counterparts, with the added burden of being single parents.

252 The Big Picture: Renewing Campus Film Programs through Faculty Partnerships
Hyatt, Eliza Anderson Amphitheater
F. Clark Williams, Vanderbilt University
JoEl Logiudice, Vanderbilt University

Film is a visual medium that can be employed to enable partnerships between faculty and student affairs professionals to create lifelong learning opportunities for students. Film programs that not only embrace a global viewpoint but also implement co-curricular collaboration have the potential to expose students to diverse perspectives and learning outside the classroom; to provide faculty from various departments with a significant forum for student outreach; and to offer student affairs professionals a means of realizing their role as educators.

253 Creating Adult-Learner Study Groups: Getting Commuter Students Involved
Convention Center, 618

Melissa Mahan, Northeastern State University
Kristi Arnold, Northeastern State University
Melissa Rollins, Northeastern State University

Demographic studies have shown that part-time adult-learners comprise more than 50 percent of the postsecondary student population. Because most adult learners live off-campus and are considered commuter students, it can be difficult to engage them. Adult learner study groups provide rich opportunities for curricular congruence and can be a key component in learning. This presentation will highlight strategies for developing adult-learner study groups, as well as methods of implementation to ensure maximum participation.

254 Creating and Implementing a Campus-Specific Model of Student Leadership Development
Convention Center, 308

Jon Dooley, Marquette University
Kate Trevey, Marquette University

Institutions often use existing models to guide student leadership development programs. This session explores the process of developing and implementing an innovative campus-specific model of student leadership development based on current literature, grounded in institutional mission and values, and providing departments with a framework for implementing and assessing leadership education initiatives across campus. Representatives from Marquette University will share information on their collaborative divisionwide process for creating such a model, and engage session participants in considering opportunities for their campus.

255 Creative Collaboration: Implementing Cooperative Staffing between a University and Community College
Convention Center, 4C (1)

Jaqualyn Johnson, Central Washington University
Merridy Rennick, Central Washington University/Highline Community College
Erik Tinglestad, Highline Community College

Are you being asked to accomplish more with less? Find out how a community college and a four-year university cooperatively funded and implemented a position serving both institutions. Discussion will focus on creating institutional partnerships for strategic planning, bridging institutional cultures, implementation, budgetary issues, locus of control, supervision and service continuity. Join administrators from both institutions and the joint career counselor to hear a personalized account of how this process evolved and the impact of this institutional partnership on students.

<p>256 Developing Measurable Student Learning Outcomes for Community College Students  Convention Center, 4C (4) <i>Yvette Galloway, Prince George's Community College Kate Mueller, Orange Coast College</i></p> <p>Student learning outcomes (SLOs) are an important aspect of gauging student learning both in and out of the classroom. Not only are SLOs an intentional method of defining student learning and measuring it, but establishing SLOs is a requirement from accreditation agencies. The community college student population is both unique and diverse. Community colleges provide a plethora of support services to both specific populations and students across the spectrum. This program highlights not only the need for identifying and writing SLOs, measuring them, and merging them with program planning and program review, but also the need for institutions to develop campuswide protocols and processes for SLOs, planning, and program review.</p>	<p>259 Facilitating Student Success: Collaborating to Connect International Students to Services and Resources  Convention Center, 613 <i>Akiko Ota, Portland Community College Kristi Kang, Portland State University Karen Kennedy, Portland State University Michele Miller, Portland State University</i></p> <p>Various factors contribute to international students' academic success, including not only second-language learning, but also cultural adaptation, campus and community integration, and an understanding of the academic support and socio-cultural resources available. In this session, the presenters will examine the rationale and research leading to the development of two innovative courses at Portland State University, consider case studies, present the curriculum, and explore how courses can be adapted to fit the needs of diverse students, programs, and institutions.</p>	<p>262 How One Campus Achieved Double-Digit Reductions in Heavy Drinking  Convention Center, 2B <i>W. Timothy Rogers, The University of Tennessee, Knoxville Victor Barr, The University of Tennessee, Knoxville Daniel Reilly, The University of Tennessee, Knoxville Ken Stoner, The University of Tennessee, Knoxville Maxine Thompson-Davis, The University of Tennessee, Knoxville</i></p> <p>In 2002, the Princeton Review identified The University of Tennessee (UT) as the top party school in America. Accepting the scope of the alcohol problem, UT organized the Safety, Environment, and Education (SEE) Committee. Comprised of senior staff from student affairs, university police, faculty, staff, and students, UT crafted a new approach to address alcohol issues on campus. Since implementation of the SEE methodology, the university has observed a 35 percent decline in heavy drinking, and a 53 percent decrease in frequent heavy drinking.</p>
<p>257 Developing Professional Identity through Intentional Socialization to Student Affairs  Convention Center, 605  <i>Maureen Wilson, Bowling Green State University</i></p> <p>Graduate preparation programs are a primary socializing agent for educating scholar-practitioners in student affairs. As such, faculty, practitioners, and student peers play important, synergistic roles in the socialization of graduate students to the profession. This session focuses on how to develop a coordinated, intentional, and integrated plan for promoting professional identity in student affairs through core experiences in classroom assignments, internships, graduate assistantships, student organizations, and professional associations. Resources for assessing student learning outcomes will be shared.</p>	<p>260 From Boot Camp to Campus: Supporting Student Veterans as They Transition to Higher Education  Convention Center, 3A  <i>Amanda Kraus, The University of Arizona Eugene Moore, The University of Arizona</i></p> <p>Attaining a higher education is an incentive for many who enter the military, however there are a myriad of barriers that impede this goal. Many concerning trends are already emerging related to the successful transition of veterans to higher education. Presenters will discuss The University of Arizona's research around the student veteran experience, and will specifically address trends, as well as ways in which college campuses can work to provide a climate that is welcoming for this population.</p>	<p>263 Implementing Learning Reconsidered: Chaos Theory as a Framework for Transformation  Convention Center, 619 <i>Judy Rogers, Miami University Amber Dehne, Pacific Lutheran University David Kasch, University of California, Los Angeles</i></p> <p>Higher education's shift from an instructional to a learning paradigm as defined in Learning Reconsidered (ACPA/NASPA, 2004) challenges favored ways of thinking and doing. Traditional hierarchical approaches to change are not suited for this radical transformation. Chaos theory provides a more relevant framework for depicting the new learning paradigm and for developing useful change strategies. This interactive session demonstrates how chaos theory can serve as a practical tool for implementing the imperatives of Learning Reconsidered.</p>
<p>258 Engaged Learning Groups: A Model for Faculty-Student Affairs Collaboration  Convention Center, 616 <i>Frank Shushok, Baylor University Glenn Blalock, Baylor University Brandon Griggs, Baylor University Karen Hall, Baylor University Tiffany Hogue, Baylor University Rishi Sriram, Baylor University</i></p> <p>Engaged Learning Groups (ELGs) allow first-year students to hit the ground running through membership in an academically and socially nurturing, residentially based, learning community that culminates with opportunities for undergraduate research. A team of faculty competed to work with 49 students, who explore creative interdisciplinary topics for at least three semesters, applying three one-hour seminars toward a major degree requirement. ELGs could be easily replicated at other colleges and universities and show promising results for student learning.</p>	<p>261 'From the Top'... A View of Student Affairs from Trustees: SSAOs Serving as College Trustees  Convention Center, 603  <i>Dennis Black, University at Buffalo, The State University of New York Karen Pennington, Montclair State University Gail Short Hanson, American University Patricia Terrell, University of Kentucky</i></p> <p>What are the key issues impacting student affairs from the perspective of college and university trustees? How does student affairs fit into and work with campus governance today? When an SSAO serves as a member of another college's board, what can be learned? Join several SSAOs who also serve on college or university governing boards as they review issues and share observations. What are trustees thinking, saying, or doing about student affairs? How do SSAOs work best with trustees? Attend and participate in this session to find out from inside the Board!</p>	



9:00 a.m. - 10:15 a.m.

Tuesday, March 10

264 Innovations in Student Affairs Development: the Maryland Template for Successful Fundraising
 Convention Center, 604
Lohse Beeland, University of Maryland, College Park
Linda Clement, University of Maryland, College Park
James Rychner, University of Maryland, College Park
Remy Shaffer Gomes, University of Maryland, College Park

As higher education faces continued budgetary challenges, fundraising has become an essential component of an effective student affairs unit. Senior staff will discuss the planned growth of the UM Student Affairs Office of Development and External Relations and its components: major gifts, young alumni relations, and foundation and grants. Mid-level student affairs professionals and senior student affairs officers will benefit from this overview of an effective, yet relatively young, development program. Participants will have the opportunity to ask questions and share observations and experiences.

265 NASPA's Professional Development Curriculum
 Convention Center, 204
Ronni Sanlo, University of California, Los Angeles
 *Marilee Bresciani, San Diego State University*
 *Stephanie Gordon, NASPA*

The NASPA Professional Development Curriculum, with its six-cell matrix, is designed to offer a means of selecting programs that meet individual needs and customized learning experiences. To further support the practice of professional development, please join members of the NASPA Professional Standards Division and educational programs staff to discuss how this curriculum can help further your professional development.

266 A National Agenda for Student Health in Higher Education
 Convention Center, 611
 *Sarah Mart, Marin Institute*
 *Melissa Kenzig, Columbia University*

Currently, no consensus exists about the purpose or mission of the field of health in higher education. Despite publications, data, legislation, and professional organizations at the national level, institutions of higher education (IHE) are left on their own to prioritize, organize, and build infrastructure to enhance and support the health of college students. This session will articulate, invite discussion about, and contribute to a proposed national agenda for the health of students at IHEs.

267 Nourishing the Whole Student: Fostering and Supporting Spiritual Development in Higher Education
 Convention Center, 201
Shaunna Payne, University of Mary Washington
Saran Donahoo, Southern Illinois University – Carbondale

This presentation focuses on the spiritual development of college students in research and in practice. Specifically, this presentation offers data gathered and the resultant findings from students regarding their spiritual development needs. Participants will be asked to share their programs and experiences in this area with an eye toward identifying ways that all types of institutions can support students in the spiritual development process.

268 Nurturing the Student Affairs Profession's Future: Growing a Comprehensive Professional Development Plan for Graduate Students.
 Convention Center, 617
 *Renata Opoczynski, Seattle University*
 *Bridget Kelly, Seattle University*
 *Rachael Paul, Seattle University*

Each year master's programs across the country graduate new professionals in the field of student affairs, but are they fully prepared to take on a professional role? Presenters will share an innovative program created at Seattle University to engage not only faculty members and graduate students, but also other professionals across campus to enhance graduate students' experiences. The development, implementation, and evaluation of several interconnected workshops and programs will be shared.

269 Nuestra Voces (Our Voices) II: Latino/a Doctoral Experiences
 Convention Center, 303
 *Juan Guardia, Florida State University*
 *Jacob Diaz, Seattle University*
 *Michelle Espino, University of Georgia*
 *Mark Lopez, California State University, Dominguez Hills*
 *Judy Marquez Kiyama, University of Rochester*
 *Salvador Mena, The University of North Carolina at Chapel Hill*
 *Susana Munoz, University of Wyoming*

At the 2005 NASPA Annual Conference, a panel of seven Latino/a doctoral students shared their experiences in the academy. Six of the seven panelists have since completed their PhDs and will discuss the challenges and successes of their journeys. The panelists will explore complex issues and provide recommendations pertaining to successful navigation through graduate school and the postdoctoral paths they have taken.

270 Reducing the Risk of Individual Student Attrition
 Convention Center, 606
 *Tom Miller, University of South Florida*
 *Tracy Tyree, University of South Florida*

This program will detail the development of a logistic regression model that predicted individual student risk of attrition, and describe the mentoring program sponsored by the University of South Florida Division of Student Affairs, in which professional staff from both student affairs and academic affairs were engaged to personally and privately interact with students most at risk and develop strategies to address their chances of persistence. Every aspect of this effort is replicable, and participants will be encouraged to employ similar strategies.

271 The Retention Question: Strategies for Effectively Engaging Faculty
 Convention Center, 615
 *Evan Baum, George Mason University*

Understanding the distinctive organizational characteristics of the faculty environment is a necessary prerequisite to affecting any form of meaningful change within it. This program will introduce participants to these characteristics through the lens of student retention efforts. Using a combination of lecture, case study, and group discussion, attendees will develop an appreciation for the challenge of creating change among academic faculty and leave with strategies to meaningfully engage faculty members at one's home campus in efforts to improve student retention.

272 Retrofit Green: Moving Sustainability Forward on College Campuses
 Convention Center, 608
 *Barnaby Knoll, University of Puget Sound*
 *Lacy Karpilo, University of Puget Sound*
 *Bob Kief, University of Puget Sound*

The University of Puget Sound is committed to the field of sustainability and how it relates to higher education. In its latest venture, the university created one of the nation's first university-sponsored, retrofitted houses designed to meet Gold LEED certification standards. The session will highlight the feasibility of bringing eco-friendly housing to college campuses, share the retrofitting process, and start a conversation about the role that universities can play in promoting sustainability.

273 The Role of Student Affairs Administrators in Infusing Health Promotion and Alcohol and Other Drug Prevention into Staff and Professional Development Practice

Convention Center, 620
Beth DeRicco, Higher Education Center
Sharon Kipetz, Shepherd University

Presenters will provide student affairs administrators with an opportunity to examine their assumptions about the role of alcohol and other drug and mental health issues in professional training and development of student affairs professionals. Priority will be placed on developing an understanding of the issues that today's students face and on developing a sense of what realistic professional development goals would be for key student affairs staff.

274 Special Situation Team: Handling Life's Not-So-Little Problems

Convention Center, 4C (2)
Maggie Gartner, Texas A&M University
Cynthia Hernandez, Texas A&M University

Texas A&M University has developed a unique and comprehensive approach to address specific behavioral problems that may involve threats to the safety and security of the university community. This approach includes the formation of the Special Situations Team (SST) and the Tell Somebody Campaign. Differing from other universities' threat assessment teams, the Special Situations Team not only looks at student behavior but that of faculty and staff, as well. Team members include representatives from the faculty, Dean of Faculties Office, University Police, Employee Assistance Program, Disability Services, Counseling Center, Health Center, Student Life, and the Vice President for Students Affairs Office. Realizing the importance of involving the university community in assisting the identification of concerning behavior, the SST introduced the Tell Somebody Campaign. Presenters will share information regarding establishment of the SST and protocols for its operation, as well as information and materials used in the Tell Somebody Campaign.

275 Still Taboo? Mental Health Issues among Black College Students

Convention Center, 4C (3)
Juliana Mosley, Philander Smith College
Kent J. Smith, Jr., Ohio University

Statistics indicate there are many mental health ailments facing Black college students, including domestic violence, depression, anxiety, stress, unresolved issues of homosexuality, and thoughts of suicide, yet it is often difficult to get Black college students to seek treatment. While many Blacks remain skeptical of psychological treatment, opting for a more spiritual approach to mental wellness, studies show that they are more likely to experience a mental disorder than Whites, and less likely to seek treatment. Black college students may be at more risk for suicides and other mental illnesses because they are hesitant to talk about these issues. This session, presented by two senior student affairs officers, will examine the stigma associated with mental health treatment and strategies that must be developed across campus departments to raise awareness of the issues of suicide, domestic violence, and mental illness. Presenters will discuss the need to develop collaborative campus support teams that include counseling departments, campus police, residence hall staff, and senior student affairs officers.

276 Suicidal Students: Intervention Success and Learning Over Five Years

Convention Center, 2A
Jen Day Shaw, The University of North Carolina at Greensboro
Amy L. Jones, The University of North Carolina at Greensboro

At UNC Greensboro, students with suicidal ideation and disruptive behavior or students who have attempted suicide become engaged with a team in order to maximize academic and personal success support. Presenters will share five years of data, the students' voices, the elements that make up the crisis management model (policy, practice, roles of various offices), and case studies. Participants will be asked to share models from different types of institutions and best practices.

277 Supporting LGBQ Student Affairs Professionals at Small Colleges and Universities

Convention Center, 211
Carrie Kortegast, Iowa State University
Tonya Hale, Hendrix College
Bobby Kunstman, Colorado State University
Will Simpkins, Barnard College

Presenters will discuss the findings from a qualitative study of 24 lesbian, gay, bisexual, and queer (LGBQ) student affairs professionals working in small college and university environments. The study asked participants to discuss their experiences in the job search process, on campus, and within the field of student affairs. A panel of LGBQ student affairs professionals will share their first-hand experience in the field, as well as their reactions to the study's findings.

278 Supporting Lifelong Multicultural Learning: The Walking Among Communities Project

Convention Center, 614
Larry Roper, Oregon State University
Sophia Sansone, Oregon State University

How can universities and colleges support students in their goals of lifelong cross-cultural learning? Oregon State University has tried to answer this question by creating *Walking Among Communities: A Student Guide for a Multicultural Life*. This written guide and accompanying film share the challenges and rewards students experience as they step into new communities. Presenters will share the guide creation process and engage student affairs professionals in a discussion concerning how to support students who value multiculturalism.

279 Time Wasted or Time Well Spent?: First-year Students' Use of Facebook/MySpace and Success in College

Convention Center, 607
Terrell Strayhorn, The University of Tennessee, Knoxville

Increasingly, first-year college students are expected to use technology in their studies. In recent years, students' use of social networking sites such as MySpace and Facebook has been popular. To date, writings about such technologies are largely descriptive or based on anecdotal evidence. Few empirical studies exist that estimate the relationship between students' use of technology and correlates of college student retention. Based on data from over 800 students, this presentation fills an important gap in our current knowledge.

280 Understanding Today's Transfer Students: Implications for Practice, Policy, and Research

Convention Center, 3B
Frankie Santos Laanan, Iowa State University
Dimitra Jackson, Iowa State University
Soko Starobin, Iowa State University

Policies and programs have been developed to facilitate smooth transitions from community colleges to four-year colleges. This session highlights findings from a study of over 600 transfer students who transferred from Iowa Community Colleges to Iowa State University and will emphasize the importance of partnerships between two- and four- year institutions. Profiles, experiences, and perceptions of transfer students will be addressed, as well as policy, programmatic, and methodological implications for student affairs professionals, researchers, and higher education leaders.

281 Universal Design of Student Services

Convention Center, 310

Sheryl Burgstahler, University of Washington

Bea Avoniyi, Florida State University

Deborah Casey, Green River Community College

Al Souma, Seattle Central Community College

Linda Walter, Law School Admission Council

Presenters will offer specific ideas, grounded in research and practice, for making student services offices welcoming and accessible to all students, including those with disabilities. This presentation will cover the principles of universal design in student services and offer concrete suggestions for implementing these concepts in the areas of policy, evaluation, physical environment, products, staff, information technology, and events.

282 Weaving Their Way: Defining the College Experience through NASPA Undergraduate Fellows Program (NUFP)

Convention Center, 612

Johnetta Cross Brazzell, University of Arkansas

Felisha Perrodin, University of Arkansas
Mary Alice Serafini, University of Arkansas

The University of Arkansas has created an intentional NUFP campus-based program that incorporates the engagement that students can have and meets students where they are at in their personal development. Learn how to weave student development theory and programmatic philosophy into campus-based experiences to nourish NUFP students' lifelong learning.

283 Corporate Presentation: Building Partnerships to Enhance Student Civic Engagement through the Collegiate Readership Program

Convention Center, 610

Frank Ross, Indiana University – Purdue University Indianapolis

Scott Evenbeck, Indiana University – Purdue University Indianapolis

Jill Wright, USA Today

Presenters will demonstrate how successful partnerships between student affairs, academic affairs, and the Collegiate Readership Program can greatly enhance civic engagement for college students. The Collegiate Readership Program, which offers students a selection of newspapers each day, is designed to promote civic engagement, global awareness, and media literacy by exposing students to news in their living, learning, and community spaces. Participants will learn strategies both from academic coursework and high-impact co-curricular innovations that have been successful in increasing student civic engagement at Indiana University-Purdue University Indianapolis. Participants will also learn about the USA Today Voices initiative, which encourages students to learn about and discuss important social issues.

Tuesday – 10:30 a.m. – 11:45 a.m.**284****Academic Learning Portfolios and Capstone Seminars: The Emergence of Integrative Learning Structures throughout Student Affairs Graduate Programs**

Hyatt, Princessa (I)

Snejana Slantcheva-Durst, University of Toledo

Today, effective preparation of successful student affairs professionals is dependent on graduate programs in student affairs, college student personnel, or higher education. While significant progress has been made in designing appropriate curricula and identifying skills and competencies for effective practice, intentional integration of theory and knowledge acquisition with preparation for practice has only recently been on the rise throughout graduate higher education and student affairs programs. Examples include capstone courses that stimulate reflection on the integration of knowledge and experiences accumulated both in and beyond academic courses, and academic learning portfolios either following a set of pre-determined learner outcomes or spanning the whole period of training. This program presents an inventory of the variety of emerging integrative learning structures throughout master's-level higher education programs, collected through a survey of graduate programs in higher education and/or student affairs, and shares the lessons learned from effective approaches in designing and implementing such programmatic structures.

285 Addressing Relationship Violence and Aggression on Campus

Convention Center, 605

Sherry Turner, Spelman College

Students often have difficulty recognizing verbal and emotional abuse, or do not have enough experience in relationships to know that the abusive behavior is not normal or healthy. This violence can be male-on-female, female-on-female, male-on-male and female-on-male. Too often, college students may feel trapped by the social networks and closed environment of many campuses. Additionally, many students are away from home for the first time and may be isolated from their personal support networks and resources for help. Addressing violence on college campuses requires proactive measures by administrators, student affairs professionals, policy makers, service-providing agencies, and the larger community. Clearly defined reporting policies, a fair judicial process, and comprehensive accessible services for victims are critical. The presenter will examine the trends and causes of relationship violence and strategies to be used on college campuses to empower students to take responsibility for their actions and minimize aggressive behavior.

Highlights**TUESDAY, MARCH 10****Keynote Speaker****Paul Loeb**10:30 a.m. – 11:45 a.m.
Convention Center, 6A-B

See page 7 for description

**286 Against the Tide: Rethinking the Faculty Role in Academic Advising**

Sheraton, Issaquah

Patrick Love, Pace University

Pace University instituted the Comprehensive Freshmen Advising Program (CFAP) in 2007, which, counter to prevailing trends, uses full-time faculty to serve as freshman advisers. Advisers teach the freshman seminar, hold regular out-of-class advising sessions, and monitor students' academic progress in both the fall and spring semesters. This program will describe CFAP and the resulting quantitative and qualitative assessment, including unanticipated positive outcomes for the faculty. Lessons learned and applications to other settings will also be discussed.

287 Are You a Good Boss? Supervision Strategies for the New(er) Professional

Sheraton, Willow (B)

Dawn Watkins, Washington and Lee University

Kevin Rome, North Carolina Central University

This program considers the role of new(er) professionals as supervisors. What does it mean to be an educator and a supervisor? How do these roles complement one another? How can professionals discover their own supervision strategies to offer the best overall educational experience for students? Drawing upon literature in both organizational management and student affairs administration, this workshop is designed to offer an interactive discussion on supervision drawing upon the experience of participants and expertise of the presenters.

10:30 a.m. - 11:45 a.m.**Tuesday, March 10**

<p>288 Assessment for What? Using Assessment to Improve Learning and Student Engagement</p> <p> Convention Center, 3B Richard P. Keeling, <i>Keeling and Associates, LLC</i> Richard Hersh, <i>Keeling and Associates, LLC</i> Hazel Scott, <i>Keeling and Associates, LLC</i></p> <p>The most important function and purpose of assessment is to improve learning and promote student success. All campus educators can integrate assessment organically into learning activities in order to gain critical information for program or course improvement and student feedback. Assessment of learning differs from assessment of student performance or institutional effectiveness in methods, assumptions, and purposes; it requires demonstration of a change in students because of their engagement in learning experiences. Those changes are visible as student learning outcomes, representing broad, cross-institutional, cross-curricular goals achieved in a multi-centric, holistic manner. In this session, the presenters will review core principles and practices of assessing student learning; describe the use of assessment in program improvement; explain institutional barriers to effective assessment; and describe essential processes of institutional renewal and change needed to advance transformative learning.</p>	<p>290 Change and Challenges: A Longitudinal Study of Student Conduct Policies and Procedures</p> <p> Convention Center, 612 John Lowery, <i>Indiana University of Pennsylvania</i> Mike Dannells, <i>Eastern Oregon University</i></p> <p>The challenge of student discipline is one that colleges and universities have struggled with since before the emergence of the student affairs profession. In this session, the presenters will describe and discuss their longitudinal study of changes in student discipline over the past 30 years, comparing results of three identical national surveys. This examination of student disciplinary practices offers unique insights into the functional area's evolution and changing approaches to student conduct.</p>	<p>293 Drug and Alcohol Abuse Problems: Insights for Making Greater Progress</p> <p> Convention Center, 614 David Anderson, <i>George Mason University</i></p> <p>With colleges increasingly instituting policies, programs, and services to address drug/alcohol problems, what constitutes a meaningful comprehensive programmatic effort? Data mining and detailed research analysis uses the College Alcohol Survey's 30-year review of trends in strategies, approaches, and philosophical foundations. This workshop is organized around results from national leaders' assessment of what constitutes a comprehensive campus effort, challenging practitioners and researchers to rethink individual and organizational initiatives as they aspire to more meaningful results and healthier campuses.</p>
<p>289 Calling all Aspiring Chief Student Affairs Officers: Our Community Colleges Need You!</p> <p> Convention Center, 4C (4) Sabrina Sanders, <i>Long Beach City College</i> Joe Marron, <i>Cuyamaca Community College</i> Ed Shenk, <i>Alliant International University</i> Denise Swett, <i>Foothills College</i> Chris Villa, <i>Long Beach City College</i></p> <p>As the number of senior administrators approaching retirement grows, it is imperative that talented, qualified, and highly skilled mid-level professionals that mirror the demographics of student populations are identified to fill those positions. A 2001 research study stated that over 79 percent of community college presidents would be leaving their positions over the next seven years. Is higher education accessing the mentoring and professional development opportunities or building succession plans that would allow the next generation of student affairs professionals to advance to senior administrator positions? This program will discuss the current issues affecting community colleges, provide a review of the literature regarding the need for succession planning, and allow participants to listen to CSAOs as they share personal experiences that helped them navigate their professional career path in community colleges. Participants will become engaged in a dialogue about the competencies, professional development, and mentoring resources necessary in order to aspire toward senior administration.</p>	<p>291 Developing Partnerships with Chief Diversity Officers</p> <p> Convention Center, 204 Lori Reesor, <i>University of Kansas</i> Juan González, <i>The University of Texas at Austin</i></p> <p>The Chief Diversity Officer (CDO) is a relatively new executive position in higher education. It is essential for student affairs leaders to develop effective partnerships with these administrators in order to most effectively serve students. This session will provide an overview of models being used by CDOs and strategies for effective collaboration.</p>	<p>294 Feminist Student Affairs Practice: Setting an Agenda for Social Change</p> <p> Convention Center, 307/308 Susan Marine, <i>Harvard University</i> Patricia Fabiano, <i>Western Washington University</i> Marlene Kowalski-Braun, <i>Grand Valley State University</i></p> <p>Presenters will explore feminist leadership and its application in student affairs. While feminist student affairs practice has long been a mainstay of many practitioners, it is seldom addressed in the scholarly literature (Rosser, 2003). Facilitators will lead participants in developing a collaborative working model of what feminism means to student affairs practice and how feminist goals are embodied in professionals' work and lives. This working model will be used as a platform for future action in the student affairs profession around a variety of topics.</p>
<p>292 Dialogue and Mutual Understanding: Critical Elements for Establishing Cross-Divisional University Partnerships</p> <p> Convention Center, 211 Victor Arcelus, <i>Gettysburg College</i></p> <p>How do academic and student affairs personnel perceive their own and each other's roles as educators on campus? How do these perceptions influence the potential for cross-divisional collaboration that will optimally benefit students? This session, based on a one-year ethnographic study, explores these questions and also provides participants the opportunity to discuss the rich qualitative data and resulting recommendations that call for intra-group and intergroup dialogue to examine people's roles, values, priorities, and perspectives on student learning.</p>	<p>295 FERPA Overview and Update</p> <p> Sheraton, Grand Ballroom (B/C) LeRoy Rooker, <i>American Association of Collegiate Registrars and Admissions Officers</i></p> <p>The U.S. Department of Education recently released new regulations and several new brochures and resources aimed at helping postsecondary institutions better understand the Family Educational Rights and Privacy Act (FERPA) guidelines. Join a representative of the U.S. Department of Education, to learn more about useful information on balancing privacy concerns with the overall safety and well-being of the campus community. The session will contain a discussion on FERPA, and recently issued resources, opinions, and findings issued by the Department. (Repeated at Session 380)</p>	



10:30 a.m. - 11:45 a.m.

Tuesday, March 10

296 Forming Partnerships in Building a Campuswide Student Leadership Initiative to Encourage Lifelong Success



*Hyatt, Leonessa (II)
Kevin Smith, Ohio University
Kent Smith, Ohio University*

Leadership development is no longer a trend, but a responsibility of institutions seeking to develop students and citizens as leaders. A nationwide quest has begun in developing comprehensive leadership programs, some even as leadership minors. However, creating such positive change from a student affairs perspective can present enormous challenges. The purpose of this program is to present how the building of campuswide partnerships can lead to a successful student affairs-led initiative in building a comprehensive leadership program.

297 From the Ground Up: The Process of Defining Learning Outcomes in Residence Halls



*Convention Center, 3A
Joann Prosser, University of Maryland, College Park
Erin Schlegel, University of Maryland, College Park*

Learning outcomes experts describe the importance of manageable and sustainable assessment strategies that result in staff buy-in. Maryland's Department of Resident Life intentionally designed a process to incorporate staff and student input, articulate learning that occurs in the halls, and most importantly create a sustainable approach to assessment. This presentation will share the challenges and lessons of this two-year process. Participants will learn methods to engage staff and students, create buy-in, and leverage existing information to assess learning.

298 It's a Family Affair: How First-Generation Students' Attachment to Family Impacts their College Experiences



*Convention Center, 303
Henrietta Williams Pichon, Northwestern State University*

Over the last 40 years, scholars have found that a complex set of variables interacting over a period of time influences a student's decision to persist. It has been established that students who are integrated into the university system and its culture are more likely to persist. This session explores how family attachment may influence first-generation students' college experience. The presenter will share findings of an exploratory study and discuss how these findings are relevant on other campuses. More importantly, the presenter will involve participants in developing strategies to begin to address issues related to family attachment.

299 Male Survivors of Sexual Assault: Legal Protections and Victim Services on College Campuses



*Convention Center, 616
Todd Henneman, University of Southern California
Shafiqah Ahmadi, University of Southern California*

Using interview data from directors of ten rape-treatment centers, the study presented explored the type and quality of services available to male survivors of sexual assault at U.S. postsecondary institutions. Furthermore, a legal analysis of criminal law is provided as a practical foundation supporting the development and use of campus policies and student services. In addition, the analysis of case law regarding male victims also provides recommendations on how to better serve this student population.

300 Masculine Performance in Competitive Division I Athletics: Implications for Student Affairs



*Hyatt, Leonessa (III)
Frank Harris III, San Diego State University
Brandon Martin, University of Southern California*

This session focuses on gender performance among college men who participate in competitive Division I athletics. Findings from a qualitative study of college men and masculinity involving student-athletes will be presented. The findings will inform a discussion of what student affairs educators can do to support male student-athletes on their campuses in their gender identity development.

301 Mindfulness: Creative Thinking Concepts and Strategies for Management



*Convention Center, 4C (1)
Seth Matthew Fishman, The Ohio State University*

Thinking outside of the box seems to be a tired cliché in higher education, which is easier said than done. Administrators may become trapped in categories and labels, automatic behaviors, and viewing things with a single perspective. So how can we think more creatively? This interactive session will present the concepts of mindfulness, based on the research by Ellen Langer, and how these can be applied to one's current position.

302 Narrating Your Professional Life: Nourishing Your Own Story



*Convention Center, 602
Robert Nash, University of Vermont
Patricia Nguyen, University of Vermont*

Living out our charge as student affairs professionals means we must face the challenge to serve our campus communities as ethical, passionate, courageous, and selfless teachers – as full partners in students' search for meaning and purpose in life. This program will review the constructivism of scholarly personal narrative (SPN), and offer guidelines for implementing SPN in pragmatic, real-world ways to encourage personal meaning-making in all educators, offering examples from different areas of student affairs work.

303 Negotiating the Complexity of Asian American and Lesbian, Bisexual, and Gay Cultures

*Convention Center, 617
Donna Talbot, Western Michigan University
Sean Pepin, Western Michigan University
Wanda Viento, Boise State University*

Recently, the two groups that serve Asian/Asian American students and professionals in NASPA and ACPA joined forces to acknowledge how little is known (based on the literature) about this complex, diverse community and the resulting lack of services. In this session, presenters will respond to these concerns by providing preliminary research data on some unique challenges students negotiate when they belong to a historically traditional culture (Asian) and a more outward and politically expressive culture (being lesbian, bisexual, or gay).

304 The Northern Pact: Renewing Community at Northern Illinois University



*Convention Center, 609
Scott Peska, Northern Illinois University
Amy Franklin, Northern Illinois University
Kelly Wesner, Northern Illinois University
Jill Zambito, Northern Illinois University*

The Northern Pact is a movement created by the division of student affairs on the Northern Illinois University campus to renew and revitalize the campus community after a year of natural disasters, campus threats, and a tragic campus shooting. Utilizing Boyer's (1990) six principles of community, the division held a one-day summit that led to the creation of a comprehensive marketing initiative and grassroots effort to have students pledge to live in a principled community. This program will explore how existing initiatives might be altered to further support the development of community.

305 Nourishing Partnerships with Students: Developing an Educational Curriculum for Judicial Referrals
Convention Center, 201
Patrick McPeak, Syracuse University

Creating an educationally based curriculum for students referred to a campus judicial system benefits both the individual student and the global campus community. Attendees to this presentation will learn about the Syracuse University Office of Judicial Affairs' educational curriculum which includes: Pathways to Success (a four-session workshop designed to re-acclimate students after an enforced separation from campus); Community Involvement Activity Portfolio; Decision-Making Workshop; and the Conflict Resolution Program. Curricula for each program will be distributed to presentation attendees.

306 Nourishing Professional Growth: Creating and Implementing a Curriculum for Professional Development
Sheraton, Willow (A)
Chris Gregory, The University of North Carolina at Greensboro
Dan Calhoun, The University of North Carolina at Greensboro

Too often student affairs practitioners focus on the education of others, yet neglect their own development. In this session, program participants will learn a practical approach to creating a departmentwide professional development plan aligned with competencies set forth by national associations, including ACPA's newly released Document on Professional Competencies (2008). Particular attention will be given to tailoring individual professional development plans for staff members, designing a professional development curriculum, creating a comprehensive staff manual, and incorporating functional competencies into staff training.

307 Partnering to Explore Career Aspirations for Dean of Students, Assistant/Associate Vice President, and Vice President of Student Affairs Positions
Convention Center, 2B
Jeanine Ward-Roof, Florida State University

307 Partnering to Explore Career Aspirations for Dean of Students, Assistant/Associate Vice President, and Vice President of Student Affairs Positions
Convention Center, 2B
Jeanine Ward-Roof, Florida State University

Deborah Ford, University of West Florida
Almeda Jacks, Clemson University
Tom Shandley, Davidson College
Joy Smith, Clemson University
Eric A. Weldy, Florida State University
Gene Zdziarski, Roanoke College

Through the perspectives of professionals who serve as deans of students, assistant/associate vice presidents, and vice presidents of student affairs, this program will explore the responsibilities, job duties, and expectations of these positions. With attrition rates of those in the field reported as high as 61 percent (Boehman, 2007), the presenters believe that while many professionals aspire to senior student affairs roles, they are not aware of what their responsibilities and expectations would be within those roles. To assist participants in clarification and negotiation of their career paths, the presenters will openly discuss all aspects of their positions and offer suggestions and real-life experiences for consideration. The presenters will call upon their combined experiences of more than 125 years serving in a variety of roles within higher education in order to offer insights about the field of student affairs, career paths and aspirations, working with campus partners, helpful resources, advantageous relationships, and much more.

308 Partnering with Emergency Officials for Mutual Benefit
Convention Center, 607
Bruce Griffin, The University of North Carolina at Greensboro

Emergency response to a campus crisis continues to be an important topic for student affairs professionals. It is important to develop partnerships with local and university emergency management and police to insure they learn about the role student affairs professionals play in responding to emergencies, and how we can assist. Developing relationships before a crisis is important. Participants will examine the success of initial efforts to improve communication and look forward to next steps.

309 The Secrets of Creative College Students
Convention Center, 613
Michele Lenhart, Ithaca College
Kate Schuit, Suffolk University

This session is founded on the belief that all students are creative, and they express those creative thinking skills in very different ways depending on their preferred communication, organization, and leadership styles. The session features the results of research focusing on college students' perceptions of what creativity is, what might block creativity for them, and what environmental factors would most enhance their creativity. Presenters will share effective techniques and program ideas to maximize students' creative problem-solving skills in college.

310 Social Sustainability in Student Life: What it Means to Be Green in Student Affairs and the Implications for Diversity
Convention Center, 2A
Lyndsay Agans, University of Denver

Session participants will gain insight on the critical issues in student life around matters of sustainability. Specifically, evidence from a comparative case study of university adaptation toward social sustainability and the implications for diversity and student life will be presented and discussed. Participants will leave with an understanding of what social sustainability is and how to implement and evaluate measures at their institutions.

311 The Spirituality of Service-Learning: An Introduction
Convention Center, 620
Kent Koth, Seattle University
Marshall Welch, St. Mary's College of California

Linking service-learning to spiritual development offers a powerful educational tool for student transformation. Yet, this connection can be controversial, messy, and fraught with challenges. Through this session, practitioner/researchers from two service-learning centers will draw upon several developmental research models to present a theoretical model for the spirituality of service-learning. Participants will subsequently have a brief opportunity to explore the opportunities, challenges, and practical application of this model.



<p>312 The Student Parent HELP Center: A Model for Serving Students with Children  <i>Sheraton, Aspen Susan Warfield, University of Minnesota</i></p> <p>College students with children are virtually ignored within higher education research, literature, and programming. The presenters will provide a comprehensive model for effective student-parent service delivery that goes far beyond the presence or absence of campus-based child-care centers. The presenter will outline a detailed model for exemplary program design, implementation, and service delivery, which will include current outcome data for students serviced by the Student Parent HELP Center (NACADA Outstanding Institutional Advising Program of Merit Award).</p>	<p>315 Successful Partnerships in Assessment: Using the Global Perspectives Inventory to Measure Student Learning and Development  <i>Convention Center, 615 JoNes VanHecke, Central College Larry Braskamp, Loyola University Chicago Joel Frederickson, Bethel University Keith Jones, Central College Brian Peterson, Central College Charles Walker, St. Bonaventure University</i></p> <p>While most campuses talk about the importance of 'developing global citizens,' many have a difficult time defining the concept and even fewer can measure it as a learning outcome. This panel will introduce the Global Perspectives Inventory (GPI), an assessment tool that can do just that. Presenters will share strategies for how campuses have administered the GPI, how we put the data to work, and what we are learning about developing global citizens from a holistic student development perspective.</p>	<p>317 Tall, Grande, or Venti: Sizing Up Training and Development Programs for Graduate Assistants and New Professionals  <i>Convention Center, 604 Lisa Root, Bowling Green State University Jeffrey Kegolis, Bowling Green State University</i></p> <p>In 'brewing up' opportunities for lifelong learning, it is essential for administrators to provide innovative staff training and development. Arminio and Creamer (2001) emphasized synergistic relationships, nurturing of staff, dual focus on institutional and individual needs, and supportive environments in developing professionals. Taking these points into consideration, participants will be introduced to Bowling Green State University's comprehensive student affairs curriculum, serving as a model for those aspiring to create effective career enhancement programs for graduate assistants and new professionals.</p>
<p>313 Students Take Sustainability into their Own Hands – Leading a University to Sustainable Practices  <i>Convention Center, 4C (3) Adriana Alicea-Rodriguez, The University of Texas at San Antonio Dustin Grabsch, Texas A&M University</i></p> <p>As the trend toward sustainable practices grows within the business realm, students have latched onto this movement and are influencing sustainable practices at colleges and universities. How do you create powerful and memorable experiences to inspire sustainable behaviors, allow students to evaluate their own routines, spark meaningful dialogue, and keep them thinking about their experiences well after the event concludes? Learn how one residence hall association influenced the mobilization of the sustainability movement on a larger level.</p>	<p>316 Supervising with Strength: Incorporating a Strengths-Based Supervisory Curriculum with your Student Staff  <i>Convention Center, 608 Michael Puma, Loyola College in Maryland Tim Cherney, Loyola College in Maryland Myra McPhee, Loyola College in Maryland</i></p> <p>Over the last three years, Loyola College's Student Life Office has adopted a strengths-based model of supervision that challenges supervisors and supervisees to understand how their natural talents can be utilized to excel in their student staff positions and be collaborative members of the student life team. This program will introduce attendees to Clifton StrengthsFinder, an instrument published by the Gallup Organization, and how the instrument has been used to create a year-long curriculum for supervision. Learning outcomes and examples of month-by-month staff activities and supervision strategies will also be shared.</p>	<p>318 Teaching and Learning for Social Justice: A Collaborative Model for Professional Development  <i>Convention Center, 310 Jennifer Pigza, Saint Mary's College of California</i></p> <p>This interactive session provides a theory-to-practice experience of professional development for student affairs professionals and faculty engaged in teaching and learning for social justice. Faculty and staff who are social justice allies are frequently disconnected; therefore, they not only lack a cross-campus community of support, but also do not benefit from each other's expertise. Participants will review the theoretical background of teaching for social justice, learn a framework for professional development and community support, and experience its application.</p>
<p>314 Students to Alumni: Nourishing Partnerships between Student and Alumni Affairs for Lifelong Learning  <i>Hyatt, Leonessa (I) Jacob Murdock, University of Nevada, Las Vegas Abby Conover, Stanford University Josh Harraman, The Ohio State University Elizabeth Underwood, University of Arkansas</i></p> <p>A university is a complex, evolving environment. Student affairs professionals create a positive and memorable experience for future alumni. Alumni staff members connect alumni back to campus and form relationships that will lead to greater support for the university. The relationship between student and alumni affairs should be a mutually beneficial partnership that allows the different functional areas to provide a great student experience. This session will review different perceptions of these areas, opportunities for collaboration, and steps for implementation.</p>	<p>319 Tracking Student Pulse: The Continuing Need for Comprehensive Needs Assessments  <i>Convention Center, 619 Nathan Lindsay, The University of North Carolina at Wilmington Patricia Leonard, The University of North Carolina at Wilmington</i></p> <p>In recent years, the assessment milieu has strongly shifted to a focus on learning outcomes, which can lead some to overlook the value and importance of other established approaches. This program highlights the methodologies and results derived from four needs assessments conducted to measure the pulse of UNCW's student body. The presentation also outlines how the effectiveness of these needs assessments was enhanced through extensive collaboration, thematic analysis across assessments, and systematic follow-up to ensure the application of results.</p>	<p>Tuesdays, March 10</p> <p>10:30 a.m. - 11:45 a.m.</p>

320 With a Little Help from My Friends: What Student Affairs Professionals Can Learn from Counseling Theories

 Convention Center, 611
Ruth Harper, South Dakota State University
Nona Wilson, St. Cloud State University

College students manifest an increasing number of mental health concerns, from depression, anxiety, and alcohol/drug abuse to issues such as self-harming behaviors, post-traumatic stress disorder, and gambling addictions. An upcoming NASPA book uses reality-based scenarios written by knowledge community chairs to integrate student development and counseling theories in new ways to enhance services provided to students. Participants in this session will examine and discuss case studies and consider together how student affairs practitioners can use this integrative approach.

321 Corporate Presentation: Sustainability on Campus: Partnerships, Stories and Strategies for Change

 Convention Center, 610
Anthony D. Owens, Sodexo Education

Through case studies, participants will explore methods and challenges of partnering with corporations to achieve sustainable goals. Different levels of partnerships, as well as when and how to involve each other in the decision-making process, will be discussed. Participants will hear strategies and best practices for creating positive change and leadership skills needed for a successful partnership. In this session, participants will identify and experience the elements of a successful partnership, and discuss and learn skills needed to guide colleges and universities to engage in authentic partnerships to achieve sustainable goals

Tuesday – 12:00 p.m. – 1:15 p.m.

322 Academic Support Programs: Cultivating Success through Peer Mentorship, Skills Acquisition, and Challenging Coursework

 Convention Center, 4C (2)
Becca Herman, University of Washington
Kate Baber, University of Washington
Anne Browning, University of Washington

Students who struggle with their transition to college often have difficulty finding or creating support structures that can help them succeed. Presenters will examine the effects of Academic Achievement Courses that provide such students with academic and life skills couched in specific course content and intense peer tutor-mentorship. Staff members in academic support programs at the University of Washington will share the initial results of their research on the effects of these courses on their students' academic and social success.

323 Ally Identity Development: A Constellation Effect

 Sheraton, Aspen
Art Munin, DePaul University

Allies represent a crucial group in the work of social justice. As members of the dominant population who advocate for justice, they offer a unique voice to this movement. This presentation summarizes a recently completed dissertation on their identity development. The presenter will provide an overview of the previous research, the results that were and were not found in the present research, and implications for student affairs. Finally, a Constellation Effect conceptual model will be introduced to make meaning of ally identity development.

324 Are You Ready? Partners in UC Berkeley's Student Housing Disaster Preparedness Program

 Convention Center, 618
Grahaeme Hesp, University of California, Berkeley

If the 1906 San Francisco earthquake recurred, the University of California campus and City of Berkeley would experience dramatic infrastructure loss and major transportation problems; planners estimate 3-5 days until federal aid would reach the area. This program details the partnership between Cal's fraternity and sorority life staff and the City of Berkeley in developing the Student Housing Disaster Program. While this presentation details our plans for an earthquake, it is equally applicable for all other disasters.

325 Asian American and Native American Pacific Islanders-Serving Institutions Legislation

 Convention Center, 610
Howard Wang, California State University, Fullerton

This program will provide an historical background on legislation that eventually resulted in designating institutions with 10 percent Asian American/Pacific Islander (AAPI) students as 'Asian American and Native American Pacific Islanders-Serving Institutions' eligible for grant funding to improve retention, graduation, and recruitment. Demographic and educational data will be used to identify under-served AAPI populations. Ideas on how to better serve AAPI students will be solicited from the participants.

326 Assessing New Student Needs at an Urban Commuter College

 Convention Center, 307/308
Monica Coen Christensen, Teachers College, Columbia University
G. Case Willoughby III, Hunter College, City University of New York

Hunter College, a large urban institution whose students commute from their homes in New York City, recognized a failure to provide adequate support to its first-year students and transfer students. The institution collaborated with an external colleague, who conducted both focus group interviews and a review of best practices found in the literature. The results of this collaboration shaped not only the structures of the newly revamped advising department, but also helped student voices be heard institutionwide.

327 Assessment & Evaluation: Innovations for Continuous Quality Improvement at a Small College

 Convention Center, 611
Melissa Hoffman, Nebraska Methodist College
Molly Atherton, Nebraska Methodist College
Kris Hess, Nebraska Methodist College

This session will provide a guide for developing a master evaluation plan for the division of student affairs at an Academic Quality Improvement Program accredited small college. Participants will be introduced to the components of this plan, including innovative tips for collaborating with academic affairs and finding balance in meeting the needs of all departments. The presenters will discuss how to align the master evaluation plan with departmental annual reports and individual performance evaluations, and show its connection to the institution's strategic plan.

328 Aspirations for the Doctorate: The Transition to Doctoral Study for African American Men

 Convention Center, 617
Khadish O. Franklin, University of Maryland, College Park
Antwione Haywood, Indiana University
Demetrius Richmond, The University of Tennessee, Knoxville

Even with increased opportunities for access to institutions of higher education, Black men still lag nearly incomparably behind their White counterparts in PhD attainment. This program explores the experience of Black men in the process of pursuing the PhD in higher education and student affairs administration. The presenters will further endeavor to demystify the process of graduate study by discussing program selection, the application process, and the transition to full-time doctoral study.



12:00 p.m. - 1:15 p.m.

Tuesday, March 10

329 A Chance to Be Inspired: Using Service-Learning and Community Partnerships to Improve Retention of First-Generation Students



Convention Center, 604

*Theresa Yeh, University of Washington
Kent Koth, Seattle University*

Students who are the first in their family to attend college continue to drop out at an alarmingly high rate. Preliminary studies have shown that service-learning might have a positive influence on helping these students stay in school. Drawing upon research and case studies, this interactive workshop will examine the ways that service-learning can be utilized as a strategy to retain first-generation college students on college campuses.

330 Chronicles of Change: Reflections on Organizational Development, Transformation, and Leadership in Student Affairs



Convention Center, 310

*Jennifer Ford, Texas A&M University
E. Kate Abad, Northeastern State University*

C.J. Woods, Texas A&M University

New and mid-level student affairs professionals are often thrust into complex and dynamic environments and asked to transform a department by adjusting staff, redesigning programming efforts, or reenergizing student organizations. This session draws from the organizational development experiences of three student affairs professionals who were hired to transform departments, offices, and student organizations in a short amount of time. Presenters will identify internal and external challenges, introduce theoretical and organizational models employed, and share outcomes of each unique situation.

331 Conflict Coaching: The Next Wave of Conflict Resolution Education



Hyatt, Leonessa (II)

Mary Oleksy, Notre Dame de Namur University

Conflict coaching is a peer-led program that teaches students how they can engage in conflict in ways that lead to positive outcomes and resolution. Conflict coaching provides an opportunity for students to strategize about the resolution of a specific issue, learn communication best practices, and explore how they engage in conflict and how it impacts the outcome. The coaching process encourages students to integrate their learning into daily practice and develop competence and confidence when engaging in conflict.

332 Confronting Privilege in Women's Centers



Hyatt, Eliza Anderson Amphitheater

*Chris Linder, Colorado State University
Chimi Boyd, North Carolina Central University*

Today's college students are increasingly diverse in terms of race, ethnicity, national identity, socioeconomic status, sexual orientation, and ability/disability status. History and experience tell us that many women have felt marginalized by the feminist movement, as a result of people not exploring privilege within the context of marginalization. This session will provide participants with a brief overview of issues of power, privilege, and marginalization within feminism; as well as the opportunity to learn about and brainstorm effective strategies for addressing these challenges.

333 Courage to Act: Implementing Experiential Diversity Training



Convention Center, 605

Lisa Giddens, University of Massachusetts Amherst

Kyle Oldham, University of Massachusetts Amherst

Chris Willenbrock, University of Massachusetts Amherst

Flip the script on traditional models of diversity training and join in the dialogue! This session will provide information about 'Enter the Student Staff,' a successful experiential model used at UMass Amherst that addresses a range of social justice issues, such as passing, ableism, and lookism. Participants will receive materials about this interactive model, discuss ways they can modify the design for use at their own institution, and share current diversity training trends that better meet today's needs.

334 Creating a Lifelong Learner: Understanding the Evolution from Freshman to Sophomore



Sheraton, Willow (A)

Sherry Woosley, Ball State University

Darlene Jones, Educational Benchmarking, Inc.

The transition from freshman to sophomore year can be difficult. Sophomores can struggle with choosing a major or career path, family expectations, or increased academic challenges. This program will explore students' transition from their freshman to sophomore year based on information collected from MAP-Works (an early-warning indicator of student success and retention). Learn how students' issues change from freshman to sophomore year and how MAP-Works can help support that transition.

337 Engagement and Involvement: Practical Applications



Convention Center, 2B

Christine Eder, Bellingham Technical College

Mike Merrifield, Whatcom Community College

Georgia Rostirolla, Whatcom Community College

Guy Smith, Whatcom Community College

Krista Stormo, University of Alaska Anchorage

This interactive presentation will provide theoretical background pursuant to engagement, involvement, and experiential learning in higher education by showcasing the pedagogical implementation of these theories in actively engaging and involving students in a class, a club, and a research project. Along the way, the audience itself will be engaged through an assortment of exercises, small group discussions, and games, as well as testimonials from faculty and students who have experienced the rewards these theories have to offer.

338 Exploring Best Practices for Effectively Mentoring Women



Convention Center, 606

Tiffany Lowe, Appalachian State University

Missy Eich, Appalachian State University

In student affairs, the concept of mentoring is one that includes providing leadership opportunities, encouragement and motivation, general training, and informal fellowship for the mentee. As relationships are developed, the experience must be tailored for each student. As more women seek out mentors, how are their needs for both professional and personal support best met? This session will be an informative yet inspiring experience for professionals who want to successfully and intentionally mentor women.

339 First-Year Experience: Nourishing Partnerships with Faculty, Staff, and Students to Provide Comprehensive Advising



Convention Center, 204

Beth Merritt Miller, California State University, Sacramento

Jasmine Murphy, California State University, Sacramento

California State University, Sacramento implemented a three-phase mandatory advising program for first-year students to increase retention efforts at the university. At a university that has a decentralized advising model, providing a centralized first-year program required faculty buy-in and collaborative efforts to be successful. The session will provide an overview of the three-phase comprehensive advising program, how to incorporate faculty and student advisers into the process, and sharing of best practices.

340 Fraternity and Sorority Leadership Research: Examining the Potential



Convention Center, 620

Daniel Bureau, *Indiana University*
 Cassie Gerhardt, *University of North Dakota*
 Danny Kelley, *Middle Tennessee State University*

Fraternities and sororities espouse leadership development as a primary outcome of membership. Though this may be true for some, the level to which it has been proven is minimal. This session provides insight into three studies addressing leadership development in fraternities and sororities. The research explored addresses the potential long-term impact of leadership positions, the manner in which leadership is viewed and fostered in these organizations, and the extent to which leadership skills are developed in fraternities and sororities.

341 From Programs to Learning Partnerships: Utilizing the Residential Experience to Foster Self-Authorship



Convention Center, 303
 John Purdie II, *Western Washington University*
 Ashlee Norris, *Western Washington University*
 Carmen Werder, *Western Washington University*
 Judith White, *Western Washington University*

Realizing the educational potential of residential living includes fostering self-authorship, which is critical for lifelong learning. Western Washington University (WWU) has been transforming the role of resident advisor from that of educational programmer to learning partner who meets individually with residents to help them reflect more frequently and more deeply on their college experience. This program presents Baxter-Magolda's theory of Self-Authorship and Learning Partnerships model, how this was put into place at WWU, and lessons learned, including initial assessment results.

342 I Told Someone, Have You? Partners in Health Education

Sheraton, Willow (B)
 Sarah Barnes, *Butler University*
 Carrie Maffeo, *Butler University*
 Vicki Rosa, *Butler University*

Butler University's health center, college of pharmacy and the health education office piloted the 'I Told Someone' campaign to promote awareness of the human papillomavirus (HPV) and cervical cancer. This collaborative, student-driven campaign planted seeds of knowledge throughout the Butler community. Participants who attend this session will learn about the development and implementation of the 'I Told Someone' campaign.

343

Identifying Best Practices for LGBTQ Students through Assessment



Convention Center, 613

Michael Shutt, *Emory University*
 Matt Garrett, *Emory University*
 John Lynch, *Emory University*

There are an increasing number of campuses providing intentional programs and services that support lesbian, gay, bisexual, transgender, and queer students. As these programs and services proliferate, student affairs professionals need to be engaged in assessing how these programs impact the development of the students they serve. This session will examine a variety of assessment methods to identify best practices for programs focused on increased knowledge of the LGBTQ community, leadership development, and identity development.

344 Implementing a Faculty Mentorship Program for Students with Disabilities



Convention Center, 602

Larry Markle, *Ball State University*
 Jacqueline Harris, *Ball State University*
 Taiping Ho, *Ball State University*
 Roger Wessel, *Ball State University*
 Megan Estelle, *Ball State University*

The Faculty Mentorship Program (FMP) for students with disabilities, a program implemented at Ball State University, connects faculty members with new students with disabilities to assist in their becoming acclimated to the demands of college. The presenters will discuss the reasons for creating the FMP, the steps involved in its implementation, and the data that reflect the success of the program.

345 Integrating Learning across the Undergraduate Experience: "Becoming" at the University of Montevallo



Convention Center, 608

Kimberly Barrett, *University of Montevallo*

The Becoming Model represents a partnership between academic and student affairs that brings to bear all that we know about engaged, deep learning and student retention to provide a unique liberal education that helps students develop the skills to become lifelong learners and engaged citizens. This session will discuss the politics and practicalities encountered as implementation of the model began, as well as suggestions for how an initiative like this might be started on other campuses.

346

The Influence of Instant Messaging on Students' Sense of Campus Community



Convention Center, 3B
 Amanda Thomas, *North Carolina State University*

Lisa Beth Bergene, *Duke University*

This program will discuss the results from a study that examined the relationship between students' use of instant messaging and their sense of community at a four-year public institution. Information will be provided that could benefit student affairs practitioners who are beginning to explore how instant messaging is being used by students and what this means for how they experience their campus community.

347

Innovative Collaboration: Academic and Student Affairs Partnerships Improving the First-Year Experience



Convention Center, 211
 Kimberly Walsh, *Loras College*
 Kristin Anderson-Bricker, *Loras College*

Through "Launch into Loras," an intensive first-year orientation, academic affairs and student development share responsibility for student transition from high school to college, as well as introducing students to the role curricular and co-curricular activities have in developing them into active learners, reflective thinkers, ethical decision-makers and responsible contributors. The program director and a faculty participant will provide an overview of program goals, explore methods to integrate the academic and student affairs content, and facilitate extensive discourse among workshop participants.

348 Leadership Development through Experiential Education



Convention Center, 609

Alicia Canton, *Universidad de Monterrey*

Monica Pugh, *Universidad de Monterrey*

Guadalupe Ramos, *Universidad de Monterrey*

Creating a leadership development program that is transformational and able to be delivered across large numbers of students is both daunting and desirable. Universidad de Monterrey has initiated such a program, focusing on coursework and experiential education, using the outdoors, arts, social justice settings, and civic engagement to create transformational leadership development programs for undergraduates.



<p>349 The Loop: Building an Institutional Online Professional and Social Networking Community    <i>Convention Center, 401</i> Kari Sommers, Columbia College Chicago Mark Kelly, Columbia College Chicago Murphy Monroe, Columbia College Chicago</p>	<p>352 Mentoring Relationships: Powerful Tools to Recruit & Retain Ethnic Minority College Students   <i>Sheraton, Issaquah</i> Anne Chan, Private Practice</p>	<p>355 On-Campus Student Employment and Its Impact on Student Engagement   Hyatt, Leonessa (I) Pu-Shih Chen, University of North Texas Tony Ribera, Indiana University Bloomington</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Social networking systems have the attention of educational institutions. Many respond by leaving their digital walls to meet students in virtual offsite locations such as MySpace or Facebook. Unfortunately, much of what takes place on these external sites is not relevant to the engaged student experience and is often challenging to the institution. Columbia College Chicago is meeting this challenge by building an online professional and social networking system that serves students from admission to alumni.

<p>350 Make Your Seminar Learner-Centered <i>Convention Center, 607</i> Kerri Sleeman, Michigan Tech University Karen Helminen, Michigan Tech University Susan Liebau, Michigan Tech University</p>

First-year seminars aimed at student success are an effective community-building, retention, and academic and personal development strategy. Learner-centered instruction in these seminars creates: more meaning for students; a more energetic and positive atmosphere for students, teaching assistants, and instructors; and new perspectives for everyone involved. This program will use discussion and a hands-on activity to give participants the tools, strategies, and examples to create a learner-centered seminar. Many of these tools can be easily integrated into other courses.

<p>351 Meaning-Making in the Quarterlife: Developing 'Crossover' Pedagogies between Academic and Student Affairs   <i>Convention Center, 2A</i> Michele Murray, Seattle University Robert Nash, University of Vermont</p>

What is the meaning of my life? Who am I? Where am I headed? These are the questions of the 'quarterlife crisis.' In this interactive session, presenters and participants will work together to identify ways to assist students in meeting the meaning challenges they face. Based on their upcoming book, presenters will offer a theory of meaning-making stages in the quarterlife and discuss innovative pedagogies that capitalize on the professional skills of faculty and student affairs administrators to guide students to meaning.

<p>354 Nourishing Student Leadership through Peer Educators: The Development of a Training Program  <i>Hyatt, Leonnessa (III)</i> Ann Quinn-Zobeck, The BACCHUS Network Janet Cox, The BACCHUS Network Matthew Wawrzynski, Michigan State University</p>	<p>357 Pornography: Just Harmless Fun or Dangerous? The Definitive Word from Research  <i>Convention Center, 615</i> John Foubert, Oklahoma State University</p>
<p>Undergraduate peer educators (health educators, resident assistants, academic advisers, etc.) present on a variety of issues from alcohol to multiculturalism, yet many peer education programs provide little formal leadership training. Research shows that experiential learning opportunities provided to peer educators results in student success on personal and academic dimensions. This presentation will describe a peer education student leader empowerment curriculum with development based upon evaluation, national research on peer education outcomes, and Learning Reconsidered.</p>	<p>Pornography has never been more available to our students, nor the \$100 billion industry more brazen in going after them, than now. Does the porn industry provide a service to society that empowers women to make liberating choices about expressing their sexuality? Research on women's stories and male porn user's attitudes and behavior reaches a definitive conclusion: exposure to pornography causes rape-supportive attitudes and aggressive behavior, is perhaps the strongest reinforcer of rape culture in our society, and directly coincides with post traumatic stress disorder (PTSD) among women.</p>

12:00 p.m. - 1:15 p.m.

Tuesday, March 10



1:45 p.m. - 3:00 p.m.

Tuesday, March 10

358 The Relevance of Spirituality, Religion, Faith, and Community in Students' Lives
 Convention Center, 616
 Christy Moran, *Kansas State University*
 Alyssa Bryant, *North Carolina State University*

Spirituality and religion have recently gained a renewed interest among many in higher education. Related to those concepts are issues of faith and community. Results from a qualitative case study will highlight the relevance of spirituality, religion, faith, and community in the lives of students. Additionally, small and large group discussions will be held to identify strategies for creating communities that foster spiritual, religious, and faith-related exploration and expression at all types of higher education institutions.

359 Responding to NSSE: The University of British Columbia's Innovative Approach to Improving the Undergraduate Student Experience
 Hyatt, Princessa (I)
 Erin Biddlecombe, *University of British Columbia*
 Fred Fotis, *University of British Columbia*
 Chad Hyson, *University of British Columbia*
 Janet Teasdale, *University of British Columbia*

This program will showcase the University of British Columbia-Vancouver's (UBCV) response to its 2006 NSSE results as evidence that a large, research-intensive commuter campus can create positive change with specific regard to fostering a "Supportive Campus Environment." Mid- and senior-level professionals are encouraged to participate in this interactive panel discussion, which will focus on the process of UBCV's cross-campus response.

360 The Second-Year Experience: Engaging and Retaining the Sophomore Student
 Convention Center, 619
 Sharyn Slavin Miller, *California Lutheran University*
 Tami Pullins, *Southwestern College*
 Laurie Schreiner, *Azusa Pacific University*

What are the critical factors in the engagement and retention of sophomore students? National data from the largest survey of sophomores to date will be explored in this session, along with the voices of sophomores from a qualitative study on one campus. This presentation will focus on the sophomore experiences that appear to make the most difference to their satisfaction, academic success, and persistence to the junior year. Participants will have the opportunity to discuss best practices on campus that will engage sophomores in their own learning and development so that the 'sophomore slump' becomes a thing of the past.

361 Solving Student Services Problems through Campuswide Partnerships
 Convention Center, 201
 Steve Neer, *National-Louis University*

Finding solutions to problems that affect student retention often takes a campuswide approach. National-Louis University (NLU) recently became affiliated with the Academic Quality Improvement Program (AQIP) in an effort to solve complex problems in the way that students are served. Two action projects related to student services were developed. This program will discuss this innovative way to build a team from across campus to identify problems and better serve students and how the lessons learned can be applied to any institution.

362 A Team Approach to Addressing the Growing Needs of Distressed and Distressing Students
 Convention Center, 612
 Ashley Blamey, *The University of Tennessee*
 Victor Barr, *The University of Tennessee, Knoxville*
 J. J. Brown, *The University of Tennessee, Knoxville*
 Marci Burroughs, *The University of Tennessee, Knoxville*
 Maxine Davis, *The University of Tennessee, Knoxville*
 W. Timothy Rogers, *The University of Tennessee, Knoxville*

The Distressed Student Protocol was developed to assist students, staff, and faculty with the goal of achieving the safest possible campus environment. The protocol evolved in response to the increasing number of mental health needs within the university community.

Tuesday – 1:45 p.m. – 3:00 p.m.

364 Advancing API & Native Hawaiian Women as Leaders – Partnerships for Lifelong Empowerment, Inspiration, and Sustenance
 Convention Center, 609
 Luoluo Hong, *University of Hawai'i at Hilo*
 Myhraliza Aala, *University of Hawai'i at Hilo*
 Gail Makuakane-Lundin, *University of Hawai'i at Hilo*
 Kanoe Wilson, *University of Hawai'i at Hilo*

As the U.S. college student population becomes increasingly ethnically diverse, it is essential that campus faculty, staff, and administration reflect the identities, experiences, and backgrounds of students. Many programs focus on the challenges that impede women and minorities from advancing into positions of leadership within institutions of higher education. Using an appreciative inquiry methodology and highlighting the voices of four unique API and Native Hawaiian women student affairs educators, this session will instead help audience members explore the enabling and empowering conditions that allow women of color to advance in the academy as leaders and as higher-level administrators.

365 African American Men Inspire New Professionals & Graduate Students to Reconsider Retention and Responsibility
 Convention Center, 604
 Stanley Gajda, *The University of North Carolina at Greensboro*

Although scholars have found a burgeoning interest in social responsibility among young African American men, few faculty, administrators, and graduate students have partnered to deliberately explore how social responsibility might be linked with college student retention. Building on college student retention, involvement, and leadership theories, the researcher will share what students said when asked, "What does making a difference mean and what is the result?" Afterwards, program participants will consider applications for innovating approaches to assessment, campus activities, service-learning, and retention.

366 Are They Learning? Assessing Peer Mentor Training Outcomes
 Convention Center, 617
 Angela Cottrell, *Vanderbilt University*

Peer mentors serve an integral role assisting with the development and transition of first-year students. Too often, peer mentor training is built and executed without defining and assessing intentional learning outcomes. The purpose of this program is to share the process of developing learning outcomes in partnership with students, as well as to provide the results of a quantitative research project at Vanderbilt that assessed such outcomes for peer mentors that led first-year initiatives.

1:45 P.M. – 4:45 P.M.

MINI-INSTITUTE: BALANCE

363 Professional Renewal and Adult Development: Diagnosing and Disturbing the Immunity to Change
 Convention Center, 401
 Robert Kegan, *Harvard University*
 Jacob Diaz, *Seattle University*
 Michele Murray, *Seattle University*

Sometimes professional improvement goals are like New Year's resolutions—they fall by the wayside in two weeks and it's back to business-as-usual, despite a genuine commitment to change. Based on the work of Kegan and Laskow-Lahey (2001), this interactive mini-institute closes the gap between aspirations and actions. Using their own goals as a case study, participants will learn the steps of personal and professional transformation and increase the likelihood that the desired change will actually occur.



Highlights



TUESDAY, MARCH 10

Featured Speakers

Presidential Panel

1:45 p.m. – 3:00 p.m.

Convention Center, 6A-B

See page 8-9 for description

367 Blueprint for Success: A Career Planning-Program for Student Athletes
 Convention Center, 616
Ruben Britt, Jr., Rowan University

This presentation provides a multifaceted approach to helping student athletes experience success in the classroom and the world of work, addressing several key issues in the success of student athletes, including self-assessment, studying techniques, developing a portfolio, resume writing, interviewing techniques, job search strategies, and professionalism in the workplace. This session will provide examples of career development exercises that can be used to teach student athletes how to identify their skills and articulate them effectively in an interview.

368 Broadening the Leadership Spectrum: Preparing Women and People of Color for Senior Management in Academe
 Convention Center, 605
Kenoye K. Eke, American Council on Education
Robin H. Holmes, University of Oregon
Richanne C. Mankey, Dameon College

Geared toward senior student affairs officers, presenters for this session will expose participants to recent American Council on Education (ACE) studies on the college presidency and other senior leadership positions, showcasing The Spectrum Initiative activities aimed at broadening the presidential pipeline. Participants will not only learn about opportunities for assuming leadership positions in higher education, but also about leadership development programs that will prepare them for more responsibilities. In addition, the ACE Fellows Program and the ACE Women's Network, and how these programs can provide beneficial experiences for future career plans, will be discussed.

369 A Caring Approach to Resolving Disciplinary Matters Involving Mental Health Issues
 Convention Center, 211
Glenn Egelman, Bowling Green State University
Michael Ginsburg, Bowling Green State University

As more students with pre-existing mental health issues enroll in institutions of higher education, the complexity of confronting inappropriate behaviors increases. An alternative resolution board within the student discipline process provides a creative, collaborative approach to assembling an appropriate hearing body consisting of mental health, disability services, wellness, and other student affairs professionals. Presenters will educate attendees on facilitating a collaborative process that is sensitive to mental health or disability issues while still holding students accountable for their behavior.

370 Colorblindness in Millennial Students: Nourishing Learning Partnerships to Move Beyond Diversity to Achieve Multiculturalism and Social Justice
 Convention Center, 608
Annice Fisher, The University of North Carolina at Chapel Hill
Latoya Eaves, The University of North Carolina at Chapel Hill
Juan Guardia, Florida State University

The diversity of the Millennial student generation surpasses that of former generations. Although student bodies are more diverse, engagement in authentic cross-race relationships remains the same. The pervading colorblindness rhetoric of the 1980s and 1990s has created a barrier for Millennials to learn and understand the effects of racism on their lives. This presentation will assist professionals to enter into learning partnerships with Millennial students to help them develop multicultural coalitions that seek to create an equitable and sustainable environment.

371 Closing Doors to Exclusion: Opening Minds to Diversity in Greek Systems
 Hyatt, Leonessa (III)

Brandon Kosine, University of Wyoming

Angela Jaime, University of Wyoming

Diversity issues within institutions of higher education are a continuing concern among administration, faculty, staff, and students. The results of this study will illuminate minority and majority student experiences in the Greek system at a small, Mountain West, state institution. This session focuses on strengthening communities within the academic environment for lifelong learning around the issues of diversifying the Greek community on college campuses by introducing best practices.

372 Creating an Intentional Learning Relationship through Student Organization Advising
  Sheraton, Willow (B)

Danielle DeSawal, Indiana University

The presenter will share the results of a national survey (DeSawal, 2007) that identified a new model for understanding the interaction between student organization advisers and their constituents. Participants will engage in a discussion that will explore how they learned to advise student organizations, reflect on where they found information about advising, and look at what characteristics might be associated with their individual approach. Discussion will also include the role of mentors and supervisors as it relates to the professional responsible for advising a student organization.

373 Cross-Generational Management Lessons: Implications for Senior-Level Student Affairs Officers
  Hyatt, Princessa (I)
Markel Quarles, California Polytechnic State University, San Luis Obispo
Robin Lee, California State University, Long Beach

This session will explore the diversity in values, beliefs, and behaviors of the multi-generational workplace paradigm and its implications for sustained individual and organizational growth. After completing an organization needs assessment and discussing best practices in managing multi-generational workplaces, participants will develop strategies to attract and retain both new and seasoned employees and explore application in the areas of training, feedback, rewards, and career advancement.

1:45 p.m. - 3:00 p.m.

Tuesday, March 10



374 Cultivating a Culture of Leadership on Campus: Academic and Student Affairs Partnerships for Institutional Transformation
◆ Convention Center, 606
 Julie Owen, George Mason University
 Juliet Blank-Godlove, George Mason University
 Nance Lucas, George Mason University
 Pam Patterson, George Mason University

This session offers a case study of one institution's efforts to transform a campus culture to value and model socially responsible leadership development. This comprehensive approach involved cultivating partnerships across and beyond campus in order to construct a transparent public leadership identity that builds on a diverse set of core values, assumptions, and competencies. Theoretical approaches to leadership and institutional change, along with practical recommendations, will be addressed.

375 Defining Paths through Assessment and Strategic Planning
◆ Convention Center, 201
 Stacy Ackerlind, University of Utah
 Kari Ellingson, University of Utah
 Whit Hollis, University of Utah
 Kim Vanderlinden, StudentVoice

Developing meaningful strategic plans in student affairs is important to help organizations define their direction. Solid strategic plans determine what outcomes organizations aspire to and create the context for evaluating progress toward the desired outcomes. At its best, the process of strategic planning can unify team members and bring a focus back to the student affairs role within an organization. This session will focus on the pros and cons of strategic planning and how to facilitate a strategic planning process and link strategic objectives with assessment.

375A Destination Unknown: Academic and Career Advising for Second-Year Undergraduates
◆ Sheraton, Aspen
 Katybeth (Dreisbach) Lee, University of Richmond

Are your second-year students struggling to identify academic and career goals? Are engagement issues critical to student retention on your campus? Learn the ins and outs of developing and implementing a targeted mentoring program to address academic and career concerns, beginning with a weekend retreat and continuing throughout the second year.

376 Developing and Implementing a Sophomore-Year Experience Program
◆ Convention Center, 3A
 Kurt Keppler, Valdosta State University
 Kristina Cragg, Valdosta State University

Presenters of this session will share their research and personal experience in developing a Sophomore-Year Experience (SYE) program from development to implementation. This is a collaborative campuswide partnership between student affairs, academic affairs, and the president's office. The session will share highlights from presenters' research on SYE program successes and failures at multiple institutions throughout the country.

377 Developing Partnerships: Addressing Student Behavior in Study Abroad through a Judicial Process
◆ Convention Center, 602
 Carrie Abbott, Syracuse University
 Patrick McPeak, Syracuse University
 Cheryl Stanley, Syracuse University

Study abroad providers are commonly challenged to address student judicial issues abroad. This session will explore how Syracuse University Abroad collaborated with the university's office of judicial affairs to develop a pre-departure student screening process, as well as a system for adjudicating cases abroad. Presenters will share their policies and practices and invite participants to share challenges and best practices.

378 Effective Strategies to Ensure that Students with Disabilities Receive a Quality Higher Education
◆ Convention Center, 614
 Deborah Minton, Mount Union College
 Phillip Rumrill, Kent State University
 Callista Stauffer, Kent State University
 Courtney Vierstra, Kent State University

This presentation describes successful outreach programs incorporated into the Access to Quality Higher Education Project; a federally funded project at Kent State University designed to advance knowledge and awareness of the needs of students with disabilities. Programs include student and faculty learning communities, a mentoring program matching students with disabilities and faculty members within their area of study, career development opportunities connecting students with disabilities with potential employers, and a summer institute providing content training for faculty members and administrators.

379 Encouraging Partnerships with Information Technology Professionals to Promote FITness within Student Affairs
◆ Convention Center, 620
 Gail Cole-Avent, University of Miami

Are you ready for the new FITness challenge? Fluency with information technology, FITness, is the lifelong learning process of acquiring knowledge for the effective implementation of information technology (IT). The presenter will share research findings about the current state of technology use in student affairs from IT leaders' perspectives. Participants will engage in a dialogue on the benefits and possible outcomes of establishing partnerships with IT leaders in an effort to transition student affairs into a technologically fluent profession.

380 FERPA Overview and Update
◆ Sheraton, Grand Ballroom (B/C)
 LeRoy Rooker, American Association of Collegiate Registrars and Admissions Officers

The U.S. Department of Education recently released new regulations and several new brochures and resources aimed at helping postsecondary institutions better understand the Family Educational Rights and Privacy Act (FERPA) guidelines. Join a representative of the U.S. Department of Education, to learn more about useful information on balancing privacy concerns with the overall safety and well-being of the campus community. The session will contain a discussion on FERPA, and recently issued resources, opinions, and findings issued by the Department. (Repeated at Session #295)

381 From Silos to Student-Centric: Tips to Foster Partnerships for Student Success and Institutional Sustainability
◆ Convention Center, 4C (1)
 Andrew Sonn, The George Washington University
 Rose Dunnegan, The George Washington University
 Jennifer Seile, The George Washington University
 Matthew Trainum, The George Washington University

With 25 departments responsible for the residential experience, finding answers to students' housing questions was challenging. Students sometimes visited three offices for a transaction. Sound familiar? This session, a case study from The George Washington University, delineates how partnerships among student, academic, and financial affairs solved these issues and resulted in a unified residential web presence, one-stop service hub, and sustainability initiative. Tips will be offered for creating successful partnerships to support student success and produce institutional resource savings.

<p>382 The Future of Student Services at Community Colleges  Convention Center, 4C (4) Denise Swett, Foothill College Yvette Galloway, Prince George's Community College Debbie Kushibab, Estrella Mountain Community College Susan Salvador, Monroe Community College</p> <p>What will student services at community and two-year colleges look like in the future? The next few years will mark an evolving redevelopment of student services at community colleges. As technology, the economy, special populations, and demographics change, so will the focus, function, and delivery of student services. The presenters will focus on the anticipated factors that will impact what types of services students will need and how they will best be provided, and strategies to foresee how student service professionals will need to change and adapt to creatively and successfully meet this challenge.</p>	<p>385 Higher Education Leadership Competencies, Dispositions, and Assessments  Convention Center, 303 Christine Imbra, St. Cloud State University</p> <p>The presenter will share a variety of competencies, dispositions, assessments, and transition points that were designed and developed specifically for MS and EdD programs in higher education administration – the two programs that will be highlighted have concentrations in student affairs and academic affairs. The programs were developed through a partnership between faculty in higher education administration and college counseling and student development programs at St. Cloud State University in Minnesota.</p>	<p>388 The Interconnectedness of Student Learning Convention Center, 310 Susan Salvador, Monroe Community College</p> <p>As college and university professionals and leaders, it is extremely important to work together collaboratively to provide an integrated approach to student learning. <i>Learning Reconsidered: A Campuswide Focus on the Student Experience</i> (2004) introduced new ways of understanding and supporting student learning and development throughout the college. The assertions of how faculty and staff need to work together to help students become intentional, engaged, and responsible learners will be presented, along with recommendations for practice and examples on how to implement the concepts.</p>
<p>383 Going Green in the Gulf: Qatar Foundation's Sustainability Efforts  Convention Center, 2B Jade Anderson, Qatar Foundation Kevin Konecny, Qatar Foundation Christopher Silva, Qatar Foundation Timika Szatkowski, Qatar Foundation</p> <p>Qatar Foundation is developing a sustainable workforce by educating its citizens in world-class universities brought to its doorstep in the Arabian Gulf. Due to the construction of two residence hall complexes designed to attain LEED Platinum certification, all future Education City construction will now minimally seek LEED Gold certification. Presenters will explain the vision, goals, and current projects occurring in Education City, highlighting efforts to build a community with an eye on the triple bottom line in this dynamic environment.</p>	<p>386 How About Changing Your Student Affairs Organization? Ideas from the Field  Convention Center, 2A Kathleen Manning, University of Vermont Jillian Kinzie, Center for Postsecondary Research, Indiana University</p> <p>Budget cuts, outdated organizational structures, new leadership, and a simple desire for change are good reasons to alter an existing student affairs divisional model. The first step in organizational change is developing a better understanding of your current model and what you aspire to create. This presentation introduces eleven models for student affairs practice, offers a tool for assessing models, and focuses on theoretical and practical implications for organizational change in student affairs and approaches to achieving greater alignment between model and student engagement and success.</p>	<p>389 Internationalization of Student Affairs and Services in Higher Education: An Emerging Global Perspective  Convention Center, 612 Kenneth Osfield, University of Florida</p> <p>The traditional boundaries of the work of student affairs professionals in higher education are changing rapidly with the new global trends and developments of the 21st century. The growing involvement of student affairs professionals in international travel, professional collaboration and exchange, global communication, and information exchange represents one of the most important developments in the student affairs profession in the past three decades. Based on the new book, <i>Internationalization of Student Affairs and Services in Higher Education: An Emerging Global Perspective</i>, the presenter will discuss the development of student services around the world and how those services are actually delivered. Additionally, similarities and differences in student services among a wide array of countries will be highlighted and compared with delivery in the United States.</p>
<p>384 Hardee Dissertation-of-the-Year: Facilitating Dialogues about Racial Realities in Postsecondary Classrooms  Sheraton, Issaquah Stephen John Quaye, University of Maryland, College Park</p> <p>Facilitating dialogues about racial issues continues to be a vexing problem for educators. Race is a taboo topic that generates unwanted feelings as persons worry about appearing racist and, therefore, recoil from candidly discussing racialized matters. Using qualitative data from his dissertation, the presenter illuminates how educators across various courses provide avenues for students to discuss racial issues and the challenges and outcomes of that process. Attendees will learn the philosophical capacities necessary for facilitating racial discussions, as well as context-bound pedagogical approaches for addressing race on their campuses.</p>	<p>387 Improving Living Learning Communities through Collaboration, Assessment, and Resource Reallocation  Hyatt, Leonessa (II) John Jones III, Northern Illinois University Angela Branson, Northern Illinois University Holly Holliday-Jones, Northern Illinois University Ebony Johnson, Northern Illinois University Denise Rode, Northern Illinois University Donna Schoenfeld, Northern Illinois University</p> <p>There is no question that Living Learning Communities (LLCs) have gained popularity in colleges and universities across the nation. The first such community at Northern Illinois University is in its 35th year. Given the advances of LLCs, the vice president for student affairs convened a task force to assess the current structure of NIU's LLCs. Task force members will share the study's methodology and results. Opportunities to discuss the process, benchmarking and best practices, and institutional application will be provided.</p>	<p>390 A Model for Evidence- and Theory-Based Program Planning  Convention Center, 611 Melissa Kenzig, Columbia University</p> <p>Student affairs professionals sometimes struggle with the daunting task of meeting the growing demands (at both the university and state level) of ensuring that programs are successful in achieving their learning outcomes. Drawing on the voluminous research on evidence-based strategies, effective planning models, and evaluation processes, this session will describe a practical model for planning evidence- and theory-based programs. Participants will have the opportunity to apply this model to issues of concern on their home campus.</p>

391 Mrs. Mom to Dr. Faculty: Babies, Breastfeeding, and Tenure
 
 Convention Center, 204
 Rosa Cintron, University of Central Florida

Trudy Rhodes, University of Oklahoma

Gender-neutral post-birth policies re-enact controversies around issues of equality and differences. In this interactive session, presenters will discuss breastfeeding among tenure-track faculty as a concrete and embodied instance of mothering, in order to explore the challenges faced by women as they try to balance one of the most intimate spheres of the 'woman question.' The intersection formed by breastfeeding and tenure may magnify some of the cracks in the academy; but, may provide an opportunity to reflect on these intense processes by demystifying breastfeeding as 'wonderful' and tenure as 'horrific.'

392 Our Back Yard: Partnerships for Immigrants and Refugee Students



Convention Center, 615



Mouy-Ly Wong, Highline Community College



Kao Saechao, Highline Community College

Highline Community College is the most diverse community college in Washington State. With the dramatic changes in demographics in the South King County and regional areas, Highline is exploding with growth opportunities in serving the Adult Basic Education/ESL, immigrant, and refugee populations. Come learn about the ways in which Highline is nourishing partnerships internally and externally with two initiatives: The Puget Sound Welcome Back Center and The Transition Referral and Resource Center. The Welcome Back initiative helps make learning and career goals reality for the refugee population using an amalgam of resources from the colleges to outside providers. The Resource Center assists ESL students in navigating the community college environment through referral to appropriate services and providing resources to make informed decisions toward academic goals. The primary objective of this session is to provide basic information on challenges and opportunities available to immigrants and refugee students. Participants will explore ways to create successful partnerships to advance immigrant and refugee students in higher education.

393 Partnerships in Enrollment Management


Hyatt, Leonessa (I)
 Lisa Erwin, Bemidji State University
 Bob Bontrager, AACRAO Consulting

Enrollment management is increasing in importance for many institutions in order to provide innovative solutions for unprecedented demographic challenges. While student affairs professionals often have enrollment management as part of their responsibilities, developing the necessary knowledge base and leadership skill set can be challenging. This session will provide perspective and practical suggestions for effective and innovative enrollment management, geared toward the student affairs profession. The session will also emphasize key partnerships across the institution.

394 Political Bias in Academia: Fostering an Environment of Open-Minded Inquiry



Sheraton, Willow (A)



Pamela Havice, Clemson University
 Darren Linvill, Clemson University

Political bias on college campuses is perceived by many individuals in the public to be a serious problem. This perception cannot help but have a negative impact on the perceived credibility of academia. This program examines how students experience political bias and the impact of perceived bias, as well as which students are most likely to perceive bias. Participants are encouraged to share experiences and recommendations from their campuses to address politically charged topics with students while encouraging an atmosphere of open-minded inquiry.

395 A Promising Partnership: How Students Affairs Can Support Undergraduate Research Programs



Convention Center, 613
 Korine Steinke Wawrzynski, Michigan State University



Eric Jessup-Anger, Michigan State University

Academic and student affairs partnerships have been championed as one avenue for promoting more engaged and student-centered learning. As an emerging initiative in higher education, undergraduate research programs offer a new opportunity for collaboration. Participants will learn how student affairs professionals can play a critical role in educating, connecting, and assisting students in undergraduate research opportunities, and be a resource for faculty mentoring undergraduate scholars.

396 Publish with NASPA: How You Can Contribute



Convention Center, 4C (2)

Melissa Dahne, NASPA

Kiersten Feeney, St. Joseph's University

Innovative ideas must be contributed to the student affairs literature on an ongoing basis to provide the foundation for successful student affairs practice. Join NASPA's director of publications and NASPA publications editors to learn how to publish with NASPA.

397 Revamp, Renew, Repackage: From Transaction to Transformation


 Convention Center, 619
 Joseph Ginese, Fairfield University
 Deborah Cady Melzer, Fairfield University

Today's students and parents demand quality services with clear results. These demands produce a consumer mentality that often results in a transactional approach to the undergraduate experience. So how can student affairs professionals stop the notion of education being a product and programs being transactions? Reassess, Revamp, Repackage! The presenters will describe the transformation of a new student programs office and share the process followed to refocus programs toward learning, engagement, and mission-driven action.

398 Socio-Economic Status: Building Partnerships for Student Success



Convention Center, 307/308



Andrea Reeve, Colorado State University



Jody Donovan, Colorado State University



Oscar Felix, Colorado State University

Paul Thayer, Colorado State University

Does socioeconomic status make a difference in college access and graduation? Statistics show significant gaps for lower-income, first-generation students. Although educational attainment increasingly defines family, community, state, and national welfare, college attendance has decreased for students of lower socio-economic status. Although these students enter postsecondary education based on similar academic criteria, socio-economic factors present multiple challenges to college persistence and completion. This session discusses access, persistence, and graduation for these student populations, and effective practices and partnerships that support student success.

399 Trends in the Use of Specialist Positions in Staffing Student Affairs Organizations



Convention Center, 609

Ashley Tull, University of Arkansas

Peggy Boyles, University of Arkansas

Johnetta Cross Brazzell, University of Arkansas

Scott Flanigan, University of Arkansas

Judd Harbin, University of Arkansas

Student affairs administration has evolved to include the use of many specialist positions. These include: development, assessment, technology, media relations, professional development, budget management, and auxiliary and facilities management. This session, based on results of a national study of 350 CSAOs, will identify current trends and include a panel of administrators currently serving in some of these roles. Specific attention will be given to the relationships between the CSAO and functions of development, media relations, and the assistant-to position.



400

Zombies, Robots, & Superheroes: Finding Balance as Practitioners Meeting Campus Crisis



Convention Center, 3B
April Heiselt, *Mississippi State University*

Ryan Akers, *Mississippi State University*

Today's campus crises are occurring more frequently and with greater intensity. Continuous crisis preparation and response can be exhausting. How do student affairs professionals manage the constant bombardment of campus crises and subsequent fatigue and stress? How is campus staff able to find a balance without getting burned out when students need them most? This interactive program provides opportunities to learn skills that will help participants reflect and gain strength to find new ways to work amidst crisis.

401 Corporate Presentation: Preparing Students: Providing the Help They Need Before They Need It

Convention Center, 610

Mark Schoder, *LifeAdvantages, Inc.*

Each and every day, Americans face challenges they must overcome in order to effectively meet the responsibilities that exist in the workplace or in the home. For college students, these challenges come at a difficult time of transition and can be their first exposure to the responsibilities they'll face through the rest of their lives. They need education, understanding, and peer support to effectively meet these issues and develop a sense of school-work-life balance. Life Advantages is working with NASPA to create a Web-based product that provides the resources today's students need to help them through these challenges. We have gathered professionals throughout the continuum of higher education and the world of information technology to identify the features and resources integral to such a program. This presentation will review the need for an online support site focused on college students and the resources and materials it will contain.

Tuesday – 3:15 p.m. – 4:30 p.m.

402 American Indian Student Success: Strategies for Empowering Indigenous Students beyond the College Classroom



Convention Center, 613
Pam Agoyo, *The University of New Mexico*
Tammy James-Pino, *The University of New Mexico*

The University of New Mexico American Indian Student Services is committed to supporting students in their quest for success in degree attainment, leadership, and service-learning experiences, and 'giving back' to tribal communities. A college experience and environment designed to empower students to create partnerships and networks that add value to their holistic personal and professional development is an important aspect that results in accomplishments and achievements of tremendous significance.

403 The Balanced Scorecard: An Innovative Accountability Effort to Demonstrate Student Affairs' Value to Internal and External Constituents



Convention Center, 204
Shannon Fanning, *Clemson University*
Gail DiSabatino, *Clemson University*

The Clemson University Division of Student Affairs developed a Balanced Scorecard as a means of demonstrating the division's accountability for progress toward its vision to various constituent groups, including students, the board of trustees, faculty, staff, alumni, and donors. The scorecard includes both quantitative and qualitative measures. Presenters will share the process associated with this accountability effort and their 'living' document. Participants will critique the process and brainstorm best practices in accountability.

404 Calling All Academic Advisers: Implementing an Academic Advising Certificate Course

Convention Center, 605

Rick Gatteau, *Stony Brook University, The State University of New York*

Academic advising is an integral part of a student's learning experience and academic success. In order to educate the campus community about academic advising, Stony Brook University recently introduced an eight-week Academic Advising Certificate Course focused on providing basic training about academic advising and building partnerships among faculty, staff, and interested community members. Learn about the highlights of this course, participant feedback, and ways to adapt this program to other campuses.

405

Creating, Implementing, and Assessing Cross-Departmental Student Leader Learning Outcomes



Convention Center, 609
Rishi Sriram, *Baylor University*
Melissa Shehane, *Baylor University*
Keane Tarbell, *Baylor University*

Many in higher education have a tendency to implement programs first and think about learning outcomes later. How do you create learning outcomes, design curricular and co-curricular learning experiences around them, and then assess the impact on college students? This presentation will describe how three different areas within student affairs at Baylor University created, implemented, and assessed cross-departmental learning outcomes for student leaders. Participants will leave well-equipped to begin a similar process on their campuses.

406 Creating Inclusive Campus Environments: Examining the Role of Media Campaigns



Convention Center, 2B
Michael L. Parrish, *University of Illinois at Urbana-Champaign*
Lorenzo Baber, *University of Illinois at Urbana-Champaign*
Kristin McCann, *University of Illinois at Urbana-Champaign*

In the wake of the 2003 Grutter v. Bollinger decision, diversity as a compelling state interest has created a unique situation for campuses as they attempt to navigate the terrain of creating inclusive campus environments. The objective of this presentation is to open a dialogue about the use of inclusivity and diversity campaigns on campuses. Through case study comparisons of these campaigns, the presenters seek to elucidate means through which colleges and universities frame 'inclusivity' and 'diversity' with images and language.

407 Crisis Intervention Protocols for Small Colleges: Partnerships that Work



Convention Center, 604
Robert Flowers, *Hobart and William Smith Colleges*
Kate McCaffrey, *Hobart and William Smith Colleges*
Montrose Streeter, *Hobart and William Smith Colleges*
Jeff VanLone, *Hobart and William Smith Colleges*

Recent human tragedies, environmental disasters, and increased mental illness among college students have contributed to a current ethos among colleges and universities that is inundated with the development of crisis intervention efforts. Presenters will offer a conceptual frame for the formation of a proactive and evolving crisis intervention model intended especially for the particular needs of small college environments. Best practices for prevention, crisis response, and postvention activities will be reviewed, and important on- and off-campus partnerships will be discussed.

3:15 p.m. - 4:30 p.m.

Tuesday, March 10

408  The Cure for Senioritis: Developing Unique Programs and Capstone Leadership Opportunities for Seniors Convention Center, 3A William Smedick, <i>The Johns Hopkins University</i> Jason Heiserman, <i>The Johns Hopkins University</i>	411  Fundraising: Creating and Cultivating Innovative Business Partnerships Convention Center, 603 Dean Bresciani, <i>Texas A&M University</i> Teri Bump, <i>American Campus Communities</i> Ellen Heffernan, <i>The Spelman & Johnson Group</i>	415  Leadership Empowerment for Multicultural Student Organization Leaders: An Interdisciplinary Approach Convention Center, 3B Elizabeth Palacios, <i>Baylor University</i> Ramona Curtis, <i>Baylor University</i> Kelley Kimple, <i>Baylor University</i> Kat Reed, <i>Texas Christian University</i> J.T. Snipes, <i>Baylor University</i>
<p>Are your seniors coasting through their final college year or are they taking their leadership to new heights? Is your school programming for seniors with the same exuberance that you program for first-year students? Are you taking advantage of the knowledge and expertise of your most advanced student leaders? This session will focus on strategies for Senior-Year programming, including Senior Weeks, and will share models for developing senior leaders as consultants and peer educators.</p>	<p>Seasoned professionals in and associated with higher education will introduce ideas for building sustainable external funding and provide methods for seeking support and sponsorships. Learn to speak more powerfully about the work of your organization and connect the values and needs of your organization with the appropriate donors. Find and cultivate partnerships by exploring the donor's decision-making process, motivations, and common values. Think like a donor; discover the what and the how of the 'ask' and cultivate mutually beneficial partnerships.</p>	<p>A panel of student life and enrollment management professionals from Baylor University will present how they collaborated with faculty and administrators to empower multicultural student organization leaders. Participants will receive useful tools and resources for implementing a multicultural leadership conference that influences both cultural competence and leadership in service initiatives. Attendees will learn how collaboration across academic and administrative departments can be an effective tool in building culturally centered leadership skills among student organization leaders.</p>
409  Diversity Initiatives within Student Affairs: Not Just Black & White Convention Center, 620 L. Randy Carter, <i>Southeast Missouri State University</i> Trent Ball, <i>Southeast Missouri State University</i> Melanie Thompson, <i>Southeast Missouri State University</i>	413  It's Abuse Convention Center, 615 Connie Boehm, <i>The Ohio State University</i> Louise Douce, <i>The Ohio State University</i>	416  Learning Reconsidered in Action: An Undergraduate Approach to Student Learning Outcome-based Programming Convention Center, 614 Shelley Friesz, <i>Saint Louis University</i> Susan Fanale, <i>Saint Louis University</i> Scott Smith, <i>Saint Louis University</i>
<p>Research shows that diversity initiatives quantified as meeting some proportionally representative number of students or faculty of color usually fail, either because they are not inclusive or because they are limited in scope. Three student affairs professionals with myriad experiences in the tenets of diversity will review strengths and challenges of diversity initiatives, facilitate interactive experiences with participants to address their own perceptions of diversity, and identify ways for student affairs professionals to expand diversity initiatives at their institutions.</p>	<p>Preventing violence and promoting safety on college and university campuses is a priority. In particular, relationship violence issues have moved to the forefront as institutions strive to move away from a culture where victimized students are afraid to seek assistance to one where awareness, education, and support abound. Presenters will share the benefits and impact of a partnership between Columbus Coalition Against Family Violence and The Ohio State University's human resources, university relations, and student life offices.</p>	<p>Many institutions are considering how to use concepts from the <i>Learning Reconsidered</i> documents. More and more campuses are in the process of developing student learning outcomes and utilizing these outcomes to inform their work. This program will discuss developing learning outcomes to guide and inspire transition programs for students as they develop, from freshman to senior year. Strategies for connecting outcomes to campus values, as well as intentional student programming addressing the outcomes, will be discussed.</p>
410  Faculty Fellows Research Forum: Highlighting Current Work of Senior Faculty Convention Center, 2A Dea Forney, <i>Western Illinois University</i> Linda Clement, <i>University of Maryland, College Park</i> John Dugan, <i>Loyola University – Chicago</i> Susan Komives, <i>University of Maryland, College Park</i> Phyllis McCluskey-Titus, <i>Illinois State University</i> Daisy Waryold, <i>Appalachian State University</i>	414  Leadership and Career Development: Partnering for Student Success Convention Center, 606 Gail Rooney, <i>University of Illinois at Urbana-Champaign</i> Sara Thompson, <i>University of Illinois at Urbana-Champaign</i>	417  Lifelong Learning in a Faculty-in-Residence Program Convention Center, 201 Leslie Sadler, <i>Cornell University</i> Mimi Benjamin, <i>Cornell University</i>
<p>This first-of-its-kind session will focus on two research projects: a multi-institutional study of student leadership and a study of teaching and learning in applied disciplines. Information will be shared, discussants will react, and attendees will be encouraged to share their thoughts and raise questions. This program is intended for anyone interested in either of these topics or in the general research process.</p>	<p>Leadership and career development are important for student success. The Illinois Leadership Center and The Career Center at the University of Illinois provide opportunities for students to become involved in professional exploration and leadership development early in their college experience. Through their partnership, students have a holistic view of leadership development and its essential attributes as well as ways these skills contribute to career success. The ultimate result is the successful preparation of students for post-graduation opportunities.</p>	<p>In 2006, interviews were conducted with new, current, and former faculty-in-residence to determine the impact such programs on lifelong learning and teaching. As live-in faculty, faculty-in-residence have a unique opportunity to nourish partnerships with students as they become lifelong learners. This opportunity is enhanced if faculty is also engaged in this process of learning and growing. Results of the interviews and an opportunity to discuss ways to nurture the lifelong learning of faculty will be discussed.</p>



418 Measuring What Matters: The Thriving Quotient
Convention Center, 612
Laurie Schreiner, Azusa Pacific University
Eileen Hulme, Azusa Pacific University
Michelle Louis, Bethel University
Shannon Pothoven, Baker College

An outcome isn't important unless it gets measured. We measure retention and GPA, yet rarely assess the important factors that contribute to such success. Student 'thriving' incorporates a holistic approach to student success that goes beyond mere survival. This presentation explores student thriving through a national study that focused on elements of psychological well-being, as well as aspects of the campus experience that specifically predict student success and persistence in college.

419 Overcoming Depression, Supporting Student Learning: A Report from the National College Depression Partnership
Convention Center, 4C (3)
Daniel Silverman, Keeling and Associates, LLC
Henry Chung, New York University

This presentation reports on the National College Depression Partnership (NCDP), an innovative, student-centered healthcare quality improvement initiative that emphasizes improved depression-related screening, treatment, and clinical and educational outcomes. Participants will learn how the implementation of a collaborative partnership model between academic and student affairs and primary medical and mental health – focusing on early identification of and intervention with students at risk for severe depression in order to remove critical barriers to student learning and success – could be implemented on their campuses.

420 Professional Staff Training: A Brand New Approach
Convention Center, 602
Anna Schmidt, New York University
Jodi Bailey, New York University

Residence life programs frequently use 'Behind Closed Doors' as an effective training model for student staff. Simulated scenarios create an active learning environment in which skills and competencies are not only examined, but practiced. Why, then, do we stop with our student staff? NYU's Department of Residential Education recently examined its annual professional staff training with the goal of creating an engaging, fun, and learning-driven training program. The result was an unparalleled and highly assessable training program for professionals.

421 Research Forum: Recent Findings from the Health in Higher Education Field
Convention Center, 611
Megan Gavin, Northern Arizona University
David Anderson, George Mason University
Connie Kitchens, University of Utah

This session will offer attendees the opportunity to hear findings from three recent studies addressing current issues in student health. The first presenter will discuss findings from cross-sectional data collected from nine campuses that participated in the Utah Higher Education Health Behavior Survey in 2003, 2005, and 2007. The second presenter will share the results of a substance abuse prevention and healthy living promotion intervention targeted towards first-year students. The third presenter will discuss findings from a study focused on the relationship between first-year students' physical activity levels and adjustment to college.

422 Riding the "Greek Bus": Espoused and Enacted Fraternal Values Congruence Assessment
Convention Center, 607
Leigh Featherstone, Lewis & Clark College
Heather Matthews, Zeta Tau Alpha Fraternity

With values congruence at the forefront of fraternal conversations, the presenters set out to identify and evaluate the espoused and enacted values of fraternities and sororities. Researchers engaged in nonparticipant observation on the campus 'Greek Bus' in order to identify values that affiliated students enacted in their daily lives. Espoused values were drawn from mission statements and creeds. Session outcomes include an understanding of values congruence, how to use information in strengthening fraternal programs, and how to conduct values assessments.

423 Seeding Collaboration: A Progressive Approach to Facilitating Student Leader Partnerships
Convention Center, 307/308
Deborah Snelling-Owens, Arizona State University
Jennifer Sorenson, Arizona State University

Arizona State University's residential communities offer a variety of student leadership opportunities – both the traditional community assistant role and newer paraprofessional/peer mentor positions. Presenters will discuss the challenges and opportunities of developing partnerships between students in shared leadership positions and will demonstrate a training session designed for emergent collaborators. Participants will receive a copy of the Student Leader Collaborative Partnership Workbook, a tool that lays the foundation for new collaborations by facilitating intentional student leader discussions and culminating in a co-created partnership agreement.

424 Small and Sustainable
Convention Center, 211
Cathy Kramer, Warren Wilson College
Sarah Luke, College of the Atlantic
Sandra Olson-Loy, University of Minnesota – Morris

Sustainability is one of the newest buzz words in higher education, but what does it really mean in the lives and learning of students, especially on small campuses? In this panel presentation and discussion participants will learn about initiatives on small campuses with sustainability central to their campus culture, explore challenges of green initiatives and creating balance in communities where resources and time are limited, and share effective practices, resources, and publications available to colleges engaged in this work.

425 Strong Partnerships: A Comprehensive Model for Assessing Student Learning
Convention Center, 4C (2)
JoNes VanHecke, Central College
Keith Jones, Central College

Between pressures from accrediting bodies to provide proof of learning, the realities of budget constraints, already overwhelming jobs, and hesitations associated with a lack of expertise, student affairs professionals have been less than enthusiastic about playing a role in institutional assessment. This program will share a model for comprehensive student learning outcome assessment featuring a ten-year plan based on multiple assessment instruments measuring seven outcomes. Strategies for putting the data to work on your campus will also be discussed.

426 Student Affairs and Services in the Asia Pacific Region
Convention Center, 617
Roger Ludeman, International Association of Student Affairs and Services
Howard Wang, California State University, Fullerton

Student affairs practice has been in existence in the Asia Pacific region for decades. This presentation will feature a panel of student affairs professionals from Australia, China, India, and Japan. Focusing on leadership services, student affairs practitioners in these countries provide for basic student needs and also create opportunities for students to grow and learn. Resources and handouts on each country will be available, as will ample time for discussion and networking.



3:15 p.m. - 4:30 p.m.

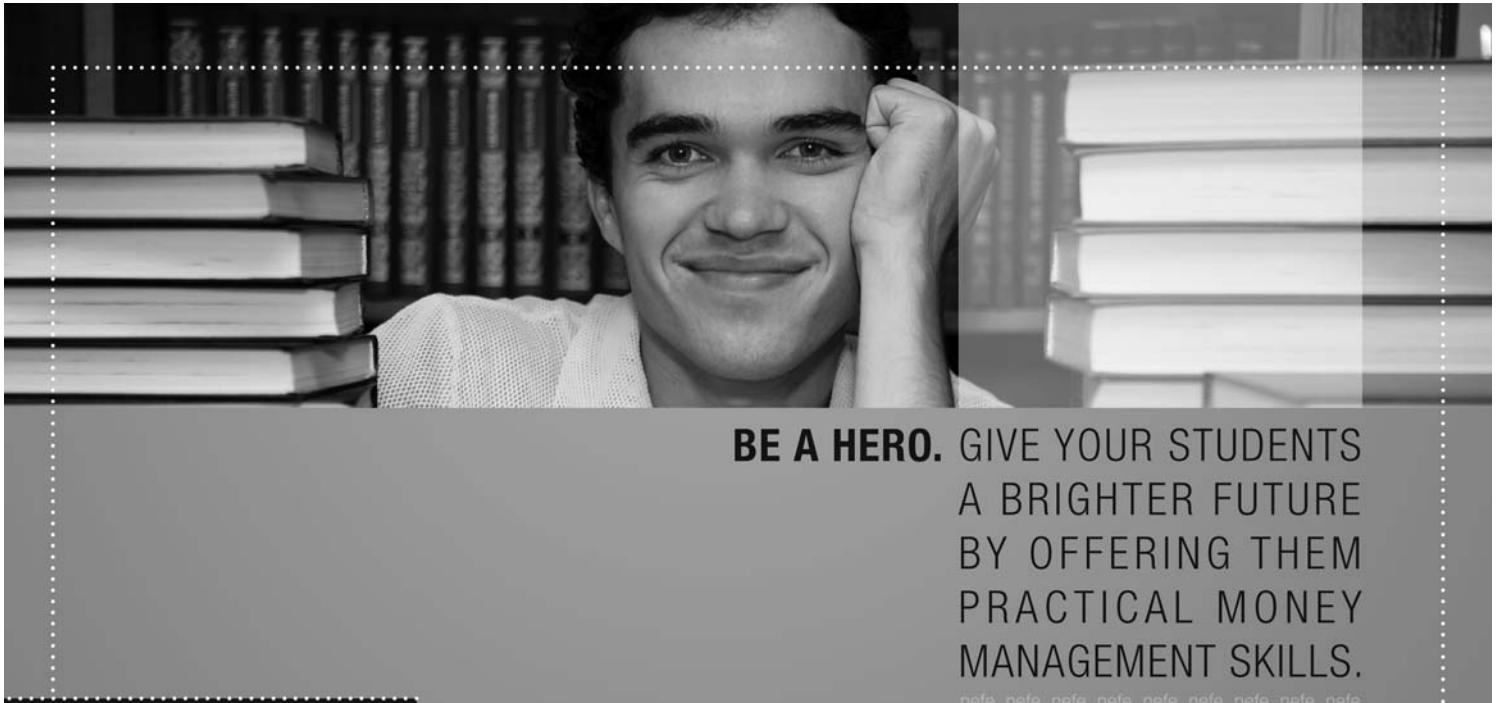
Tuesday, March 10

427 Students with Autism Spectrum Disorders in Higher Education
Convention Center, 608
Jane Thierfeld Brown, University of Connecticut School of Law
Lisa King, Higher Education and Autism Spectrum Disorders
Lorraine Wolf, Boston University
Increasing numbers of students with Asperger Syndrome and autism spectrum disorders are entering college. In order to succeed, most will require very different supports than students with more familiar disabilities. All offices on campus need training in order for students on the autism spectrum to be able to transition to the college campus. Despite intellectual gifts, such students are often unable to integrate information and navigate an increasingly complex social world. As college students, they are challenged by deficits in social and interpersonal skills, self-regulation, and self-advocacy – the very skills essential for success in college and beyond. Residence hall issues are often the most difficult for students and will be discussed. Through presentation and case examples, this session will review clinical and cognitive characteristics, and introduce strategies to accommodate and work with this population.

428 Supporting Transitioning Student Soldiers and Student Veterans
Convention Center, 618
Corey Rumann, Iowa State University
David DiRamio, Auburn University
Florence Hamrick, Iowa State University
Increasing numbers of student veterans are returning to college, and the higher education community is beginning to realize again the importance of understanding war veterans' transition experiences into college and providing appropriate support programs. This program will describe findings of a study conducted to explore transitions from military service in a war zone to status as full-time college students. Strategies to facilitate successful transitions for these student veterans are proposed.

429 Views of Women and Leadership in Student Affairs: The Generations Speak
Convention Center, 303
Renee Romano, University of Illinois at Urbana-Champaign
Evette Castillo-Clark, Tulane University
Anna Gonzalez, University of Illinois at Urbana-Champaign
Barbara Henley, University of Illinois at Chicago
Viraj Patel, University of Illinois at Urbana-Champaign
Akirah J. Bradley, University of California, Berkeley
Women hold prominent leadership positions in student affairs and their perspectives have shaped the field and relationships with students. In this program, several generations of female student affairs professionals will give their perspectives on feminism and leadership in student affairs. The role of feminism and the adherence to a feminist philosophy and identity will be examined, as well as gender-related qualities of student affairs leaders.

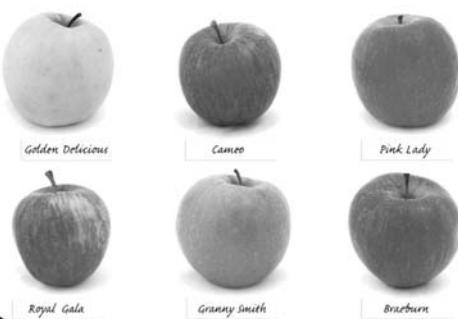
430 When Students Don't Make the Grade: Lessons Learned for Student Services Packaging at a Commuter Institution
Convention Center, 310
Henrietta Williams Pichon, Northwestern State University
Barbara Johnson, Northern Illinois University
Because of the limited attention students experiencing academic difficulties at commuter institutions have received, critical lessons have been lost. This void has made it difficult for commuter, four-year universities to realistically predict student success, support activities that enhance students' learning experiences, and develop programs that positively impact retention, persistence, and graduation rates. This presentation will bring to the forefront the reasons students experience academic difficulties and begin to develop ways in which institutions can use existing services to better meet the needs of their students from admission to graduation.



BE A HERO. GIVE YOUR STUDENTS
A BRIGHTER FUTURE
BY OFFERING THEM
PRACTICAL MONEY
MANAGEMENT SKILLS.

Stop by and see us at
Booth #830, or visit
www.CashCourse.org
for more information.

The National Endowment for Financial Education® (NEFE®)
has a program—available at no cost—that could help your students.



Student Health Plans to Suit Any Taste

Collegiate Insurance Resources offers choices.

Unlike insurance companies, we can work with multiple carriers to create customized student health programs. With nearly 400 higher education clients, CIR is the leading provider of insurance to students, faculty, staff and alumni nationwide.

Stop by **booth #234** today or call us at **1-800-322-9901**



Collegiate Insurance Resources

www.collegiateinsuranceresources.com

American Council on Education Fellows Program®
The Proven Path to Leadership

Since 1965, the ACE Fellows Program has been identifying and preparing senior leaders for American colleges and universities. The ACE Fellows Program is a unique and proven path to leadership positions in higher education.

ACE Fellows:

- Spend up to one year on another campus observing and participating in key meetings and events while under the mentorship of the president and other senior administrators.
- Participate in three week-long national seminars, visit other campuses, and attend national meetings.
- Gain membership in a prestigious national network of alumni/ae Fellows from other two- and four-year institutions.
- Learn from renowned leaders in higher education.
- Represent all areas of institutional life.

Candidate Qualifications:

- A record of leadership in institutions of higher education.
- Nomination by the institution's president or other senior officer who agrees to pay the candidate's salary and benefits for the duration of the fellowship.

It's Never Too Early to Think About the Fellows Program

**Nominations/Applications
Due November 1**

ACE Fellows Program
One Dupont Circle NW
Washington, DC 20036
(202) 939-9420 (Telephone)
(202) 785-8056 (Fax)
fellows@ace.nche.edu

For the application and additional information, please visit:
www.acenet.edu/programs/fellows



Wednesday Schedule

7:30 a.m. – 8:30 a.m.

NASPA 2009 & 2010 Conference Planning Committee Meeting
Hyatt, NASPA President's Suite, 3005

8:00 a.m. – 9:00 a.m.

GLBT Knowledge Community Open Business Meeting
Sheraton, Cedar

8:30 a.m. – 9:30 a.m.

2010 Conference Planning Committee Meeting
Hyatt, NASPA President's Suite, 3005

8:30 a.m. - 9:45 a.m.

Wednesday – 8:30 a.m. – 9:45 a.m.

432 Alcohol Prevention Excellence: Successful Strategies from Award-Winning Campuses



Convention Center, 614

Margaret Garner, *The University of Alabama*

Tom Hall, *University of Central Florida*

Kimberley Timpf, *Outside The Classroom*

Delynne Wilcox, *The University of Alabama*

Despite the myriad research on successful prevention practices, the question remains: what really works? Representatives from The University of Alabama and the University of Central Florida will discuss how they developed a comprehensive, population-level approach to alcohol prevention on campus and within the community to decrease high-risk drinking. The presentation will provide evidence of the program's success and suggest ways that other institutions can change the culture of high-risk drinking on campus.

434 Building Bridges: What You Should Know about Developing Collaborations and Partnerships between Institutions



Convention Center, 603

Carolyn Nading, *Iowa State University*

Todd Holcomb, *Iowa State University*

Partnerships and collaborative programs between institutions are becoming more common. This session will serve as a primer to describe types of partnerships and collaborations and why they are important for increased access and enhanced student learning in designing the higher education institution of the future. Participants will learn about the rationale for developing partnerships, and considerations important to developing agreements between institutions and the role of student affairs.

435 Coaching is Not Just for Athletes: A Holistic Approach to Student Success



Convention Center, 606

Troy Melendez, *Arizona State University*

Colleen Rustad-Sampson, *Arizona State University*

Success coaching for students employs principles of the executive coaching model frequently used in the corporate sector to maximize individual skills and productive behaviors. This workshop will present an innovative model for a holistic approach to student success and provide guidance for scaling this approach to participants' home institutions. Key partnerships with academic units that result in an enhancement of services and establishing formal student leadership opportunities will also be presented.

436 College Success for Students from Foster Care in Washington: Collaborative Practice and Policy Innovations



Convention Center, 619

John Emerson, *Casey Family Programs*

Lee Bassett, *Casey Family Programs*

Jenny Crane, *Washington Higher Education Coordinating Board*

Kelly Kravitz, *Centralia Community College*

Coleen Montoya, *Seattle University*

Jennifer Schoen, *University of Washington*

Washington's higher education system and individual colleges are working with policy makers, the child welfare system, foundations, and community agencies to improve college retention success for students from foster care. With the recent passage of Washington's Passport to College Success legislation, colleges have developed 'viable plans' for providing integrated support services for students. Collaborative institutional and community based approaches are being developed. A panel representing college program directors, state higher education, and foundations will offer examples of their programs and a replicable framework for supporting students from foster care.

437 Colors of the Code of Student Conduct: Courageous Voices from Multicultural Students



Convention Center, 611

Alvin Mangosing, *Seattle University*

Lisa Shimabukuro, *Seattle University*

How do the codes of student conduct reflect the perspectives of a multicultural student population? The presenters' research hopes to share the courageous voices from students of color, students with disabilities, and students with different gender expressions, and how they are supported and/or challenged by the code of conduct. Information gathered from west coast Jesuit institutions will allow participants to imagine the power found in diverse student bodies.

438 Creating a Culture of Assessment ASAP: Occidental College's Academic Support Assessment Project



Convention Center, 617

Jonathan O'Brien, *Occidental College*

Irene Girton, *Occidental College*

This session highlights the first phase of Occidental's Academic Support Assessment Project (ASAP). A unique and collaborative effort between student and academic affairs, this three-year project funded by the Teagle Foundation will align the goals and outcomes of student support services with those of the curriculum and academic program. Through presentation, examples, and interactive discussion, participants will learn ways to engage colleagues across the institution in effective dialogue about mutual goals for continuous improvement in the delivery of activities and services that support student learning.

439 	Creating Global Citizens: Evaluating Civic Aptitudes of First-Year Students <i>Convention Center, 607</i>	442  Improving Individual and Institutional Efforts to Recruit Graduate Students of Color <i>Convention Center, 615</i>	444  Maximizing Learning in the College Classroom: Creating a Collaborative Educational Environment <i>Convention Center, 608</i>
<i>Yvonne Hernandez, San Diego State University</i> <i>Suzanne Baker, San Diego State University</i>	<p>Higher education has an important role in creating a civically minded global citizenry. As a result, San Diego State University identified the need to create a residential learning community committed to social activism and global environments. Participants will learn more about how to utilize decolonizing methodologies to evaluate civic aptitudes of undergraduate students and how to integrate service-learning projects as part of a social justice based curriculum.</p>	<p>Given a widely expressed need to increase the number of underrepresented minority students graduating with doctoral degrees and moving into academia, this presentation engages participants in discussion about challenges facing those charged with increasing the diversity of their graduate student populations. Findings from ongoing research on graduate diversity officers' common struggles and best practices are shared. Participants are encouraged to reflect on their own institution's work in this area and brainstorm ideas to more effectively recruit diverse populations.</p>	<p>Jill Stratton, <i>Washington University in St. Louis</i> <i>Timothy Bono, Washington University in St. Louis</i></p>
440 	Enhancing Confidence in Communication: Innovative Practices and Partnerships for Student Success <i>Convention Center, 618</i>	<i>Sara Henry, University of California, San Diego</i>	<p>Team-teaching provides opportunities for faculty and student affairs professionals to collaborate in the formal classroom setting. Through a team-taught course – the Psychology of Young Adulthood – faculty and student affairs professionals designed a research project in which assessments and class activities provided the instructors insight into the factors contributing to a successful college transition. Presenters will illustrate the benefits of partnering with faculty to create courses and outline recommended steps for those interested in pursuing collaborative academic initiatives.</p>
<i>The UCSD Express to Success programs offer an innovative collection of co-curricular programs and seminars designed to enhance students' self-confidence in interpersonal communication and social interaction skills, public speaking and presentation skills, and leadership skills. With students' personal and professional success in mind, unique and creative programs are designed and implemented through collaboration with multiple academic and student affairs departments. Qualitative and quantitative methods are utilized to assess students' perceived confidence and communication skill development.</i>	<p>442A  Importance of and Satisfaction with Academic Advising: Implications for Student Outcomes <i>Convention Center, 604</i> </p>	<p>Cathleen Smith, <i>Portland State University</i> <i>Janine Allen, Portland State University</i> <i>Jaqueline Almdale, Washington State University</i> <i>Bobbi Thomas, Washington State University</i></p>	<p>445  Money Management 101: Innovative Strategies for Financial Literacy Programs <i>Convention Center, 3B</i> </p>
<p>441 Forging Partnerships that Help Students Critically Engage Issues of Diversity <i>Convention Center, 4C (3)</i> </p>	<p><i>Tabatha Jones, Pepperdine University</i> <i>Joi Carr, Pepperdine University</i></p>	<p>Although academic advising is often touted as key to student retention, it is important to establish whether the traditional conceptualization of what constitutes quality advising continues to meet the current needs of students. During this session, data will be presented that was collected at two institutions and addresses whether the importance students attach to academic advising and their satisfaction with the advising they receive are uniquely or jointly associated with outcomes that predict student retention. Implications for both high-touch and high-tech practices are discussed.</p>	<p>Brenda Williams, <i>DePaul University</i></p>
<p>441 Forging Partnerships that Help Students Critically Engage Issues of Diversity <i>Convention Center, 4C (3)</i> </p>	<p><i>Tabatha Jones, Pepperdine University</i> <i>Joi Carr, Pepperdine University</i></p>	<p>As a response to alarming increases in indebtedness, default rates on loans, and bankruptcy rates, there is growing national interest in helping Americans – especially young people – become 'financially literate.' Financial Fitness is a universitywide program at DePaul that helps students develop the knowledge and skills needed to manage their financial lives. This presentation highlights the strategies, tactics, and innovative collaborations utilized within Financial Fitness to meet the financial literacy needs of DePaul's student population.</p>	<p>443  The Legal Rights and College Services Needed to Better Serve Transgender Students <i>Convention Center, 307/308</i> </p>
<p>441 Forging Partnerships that Help Students Critically Engage Issues of Diversity <i>Convention Center, 4C (3)</i> </p>	<p><i>Shafiqah Ahmadi, University of Southern California</i></p>	<p>A legal analysis of federal and state antidiscrimination laws, as well as current case law, provides a practical foundation for supporting the development of campus policies and extending college services to transgender students. While this session will present relevant legal analysis, a discussion of the type and quality of services available across 195 institutions provides a basis for evaluating the availability and need for additional college services to better serve this student population.</p>	<p>Nourishing Partnerships for Lifelong Learning 91</p>



446 Providing Positive Leadership Experiences and Advancement through Student Affairs
Convention Center, 3A
George Williams, Jr., *The University of New Mexico*
Tenille Cleaves, *The University of New Mexico*
Andrea Hart, *The University of New Mexico*
Ivan Olay, *The University of New Mexico*
Christopher John Smith-Lopez,
The University of New Mexico
Jackie Walker, *The University of New Mexico*

The division of student affairs at The University of New Mexico has developed a unique program that seeks to provide leadership experience and opportunity to mid-level student affairs professionals. The fellowship program determines special projects that recipients will contribute with the guidance of the vice president for student affairs and other mentors. Participants have the possibility to benefit from networking with student affairs directors, cross-training in areas of interest, and managing/operating a statewide student affairs symposium. This presentation will be dedicated to sharing the history, experiences, and success stories regarding the fellowship program implemented within the division of student affairs.

447 New Understandings of Student Persistence that Lead to Institutional Learning and Sustainability
Convention Center, 609
Sandy Mahoney, *University of the Pacific*
Peggy Rosson, *University of the Pacific*

This presentation describes the results of a new institutional retention assessment process designed to gain deeper understandings of student success. Students who are leaving the university are questioned about particular institutional changes that might have made a difference in their continuation at the university. The emphasis of the project is on acquiring critical understandings of student success and retention, given self-reported issues that affect students.

448 Reframing the Role of Student Conduct
Convention Center, 612
Eric Norman, *Louisiana State University*
Darrell Ray, *Louisiana State University*
Cat Riley, *Michigan State University*
Jonathan Sanders, *Louisiana State University*

Student conduct practices and philosophies have been consistent over time. Although the foundation of adjudicating student behavior remains, the landscape and needs of the institutions have changed. New models are needed to address the choices that exist in today's collegiate environment. A proactive approach is required to inform students of resources, while identifying those in need before they make adverse decisions. This panel will discuss evolutionary approaches used to advocate for students while holding them accountable for their behavioral choices.

449 Staff Development and Learning: A Practical Lesson in Cognitive Dissonance
Convention Center, 616
Jeff Janz, *University of Wisconsin - Whitewater*
Mary Janz, *Marquette University*
Darlena Jones, *Educational Benchmarking, Inc.*

While most students have experienced cognitive dissonance at some point during their college career, they often fail to recognize it or learn from it. This presentation explores the disconnect between residence hall student staff perceptions and their residents' perceptions of those same experiences; how that disconnect can be used as a learning experience for the student staff, and potential teaching and training strategies to address that dissonance for the student staff member and provide more realistic evaluations of their performance.

450 White Racial Identity Development: From Research to Practice
Convention Center, 602
Anne Hornak, *University of Toledo*

Working with White students who lack any sense of racial identity can impact how we can move forward to building safe and productive environments where all voices and identities are valued. This session will present findings from a six-year longitudinal study that examined how college students have changed their definition and notion of White racial identity over time. Participants will discuss the emerging themes and how student affairs professionals can use this research to further work with multicultural awareness and diversity initiatives on their campuses.

Highlights

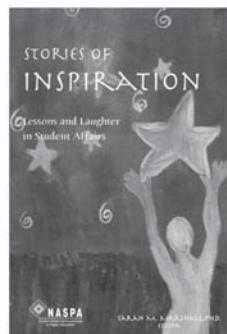


WEDNESDAY, MARCH 11

**Closing Session/
Keynote Speaker
Kaylynn Sullivan
TwoTrees**
10:00 a.m. – 11:30 p.m.
Convention Center, 6E
See page 9 for description

COMING SUMMER 2009 FROM NASPA...

MORE STORIES OF INSPIRATION



Sarah M. Marshall, Editor

This *Chicken Soup for the Soul*-type book is a collection of short stories sure to motivate and educate student affairs professionals. Some stories are based on extraordinary events such as a student's death or a campus crisis, while others are based in the day-to-day interactions student affairs educators have with students during conduct hearings, advising appointments, and impromptu meetings. There are also light-hearted stories detailing student antics and times when student affairs professionals point out their own foibles. These stories will remind you that each day and each interaction can make a difference.



I think I'm about
25% chocolate.

What are you
really made of?

Find out at premera.com/kyn

PREMERA | 

BLUE CROSS

We're here. We're with you.

Presenters Index

Abad, E. Kate, 330
 Abell, Kristin, 27
 Ackerlind, Stacy, 72; 375
 Agans, Chris, 101
 Agans, Lyndsay, 310
 Ahlgren-Bedics, Rebecca, 79
 Ahmadi, Shafiqa, 299; 443
 Ahmath, Karim, 80
 Akers, Ryan, 400
 Albin, Judy, 155
 Aldous, Bergerson, Amy, 105
 Alexander, Josh, 156
 Alicea-Rodriguez, Adriana, 16; 130; 313
 Allen, Scott, 250
 Amey, Marilyn, 178; 242
 Anderson, Cary, 180
 Anderson, Gary, 214
 Anderson, Jade, 383
 Anderson, Joanna, 192
 Anderson, Kristin, 136
 Anderson-Bricker, Kristin, 347
 Arcelus, Victor, 292
 Ariza, Ricardo, 59
 Armstrong, Wesley, 216
 Arnold, Kristi, 253
 Arnold, Theresa, 133
 Arthur, Virginia, 81
 Artwohl, Ross, 240
 Atherton, Molly, 327
 Avery, Barbara, 172
 Ayravainen, Eija, 3
 Azdell, Grant, 31

Baber, Kate, 322
 Baber, Lorenzo, 406
 Badham, Todd, 231
 Bailey, Jodi, 420
 Baker, Megan, 102
 Baker, Suzanne, 439
 Balistreri-Clarke, Maggie, 172
 Ball, Trent, 409
 Bares, Bronwen, 210
 Barnes, Sarah, 342
 Barnes, Tanesha, 37
 Barnett Terry, Renee, 22; 36
 Barr, Victor, 60; 262; 362
 Barrett, Kimberly, 345
 Basford, Jerry, 72
 Bassett, Lee, 436
 Baum, Evan, 87
 Beard, Timothy, 192
 Bender, Barbara, 179
 Benjamin, Mimi, 417
 Bennett-McBride, Corliss, 1
 Bentrim-Tapio, Erin, 35
 Bergene, Lisa Beth, 346
 Berger, Jacqueline, 36
 Berger, Tony, 231
 Beron, Krista, 218
 Bertolino, Joseph, 42
 Bethman, Brenda, 27
 Bhattachar, Raja, 19
 Biddlecombe, Erin, 359
 Black, Dennis, 261
 Blair, Tyler, 69
 Blake, Peg, 48
 Blalock, Glenn, 134; 258
 Blamey, Ashley, 362

Blank-Godlove, Juliet, 28
 Bocchino, Greg, 433
 Boehm, Connie, 413
 Bohorquez, Laura, 80
 Boice-Pardee, Heath, 212
 Bono, Timothy, 444
 Bontrager, Bob, 393
 Bourdon, Thomas, 15
 Boyd, Chimi, 27; 332
 Boyle, Jennifer, 356
 Boyles, Peggy, 5; 399
 Braden, David, 109
 Brandes, Lisa, 17
 Branson, Angela, 387
 Bresciani, Dean, 20; 207
 Bresciani, Marilee, 14; 16; 265
 Brighttharp, Carolyn, 22
 Brill, Ken, 90
 Britt, Kayla, 80
 Britt, Jr., Ruben, 367
 Brown, Donna, 234
 Brown, J. J., 362
 Brown, Jane Thierfeld, 427
 Brown, Lesley-Ann, 220
 Browning, Anne, 322
 Brunson, James, 53
 Bryant, Alyssa, 185
 Burns, Katie, 99
 Burris, Michele, 202
 Burroughs, Marci, 362

Cady Melzer, Deborah, 397
 Calhoun, Dan, 306
 Cambridge, Darren, 28
 Campbell, Brett, 235
 Canton, Alicia, 144; 348
 Carey, Anna, 34
 Carpenter, Stan, 117
 Carr, Joi, 441
 Carter, L. Randy, 409
 Casey-Powell, Deborah, 39
 Castro, Janet, 34
 Catalano, D. Chase, 15
 Champagne, Danielle, 199
 Chan, Anne, 352
 Chase, Geoffrey, 174
 Chavolia, Richard, P23
 Chee, Deborah, 75
 Chen, Angela, 166
 Chen, Pu-Shih, 355
 Cherney, Tim, 316
 Chesbrough, Ronald, 81
 Chowana-Bandhu, Lily, 166
 Christensen, Monica Coen, 326
 Christiansen, Martha, 60; 140
 Chung, Henry, 419
 Cimini, M. Dolores, P21
 Cintron, Rosa, 216; 391
 Clark, Tracy, 34
 Cleaves, Tenille, 446
 Clemens, Jacob, 157
 Clement, Linda, 410
 Cohen, Aaron, 6
 Colbs, Sandy, 60
 Conover, Abby, 314
 Cooper, Mary-Beth, 122; 212
 Cooper, W. Jeff, 115
 Correll-Hughes, Larry, 137

Cottrell, Angela, 366
 Cox, Elizabeth, 109
 Cox, Janet, 354
 Coyner, Sandra, 45
 Cragg, Kristina, 376
 Crane, Jenny, 436
 Crawford, Katia, 220
 Crockett, Daniel, 114
 Croft, Lucy, 90
 Croom, Natasha, 123
 Crosby, Pam, 396
 Cross Brazzell, Johnetta, 282; 399
 Crump Castro, Janet, 58
 Cuevas, Valerie, 113
 Culp, Maggie, 219
 Curley, Jennifer, 83
 Curtis, Ramona, 134; 415
 Cuyjet, Michael, 23

Dahlvig, Jolyn, 135
 Dahne, Melissa, 178; 396
 Dalton, Jon, 396
 Daniel, Brooke, 109
 Daniels, Sandy, 353
 Dannells, Mike, 290
 Danner, Kara, 28
 David, Marc, 150
 Davis, Maxine, 362
 Day Shaw, Jen, 276
 de la Teja, Magdalena, 61
 Deal, Mary, 44
 Dean, Kathleen Lis, 165
 Dean, Shannon, 134
 DeAngelo, Linda, 74
 DeBurro Jones, Jennifer, 172
 Dehne, Amber, 29; 85; 263
 DeSanto, Joseph, 155; 384
 DeSawal, Danielle, 372
 Diaz, Jacob, 161; 224; 363
 Dingman, Jennifer, 145
 DiRamio, David, 222; 428
 DiSabatino, Gail, 194; 403
 Domingue, Andrea "Dre," 37
 Donahoo, Saran, 267
 Donovan, Anthony, 71
 Donovan, Jody, 398
 Dooley, Jon, 254
 Dorfman, Laura, 145
 Douce, Louise, 413
 Draper, Julie, 203
 Drinkwater, John, 20
 DuBord, Michelle, 58
 Dugan, John, 410
 Dunkel, Norbert W., 124
 Dunnegan, Rose, 381
 Dworkin, Jodi, 103

Eanes, Berenecea, 42
 Early, Sherry, 41
 Eaves, Latoya, 370
 Eby, Kim, 28
 Ecklund, Joe, 59
 Eder, Christine, 337
 Eells, Gregory, 60; 140
 Egelman, Glenn, 369
 Ehasz, Maribeth, 143
 Eich, Missy, 338
 Einarson, Marne, 110
 Eke, Kenoye, 368

Elcombe, Ronald, 100
 Eldridge, Jonathan, 76
 Elling, Ted, 35; 202
 Ellingson, Kari, 375
 Ellis, Mike, 13
 Ellis, Shannon, 76
 Emerson, John, 436
 Erwin, Lisa, 393
 Espinosa, Lorelle, 442
 Evans, Mark, 240
 Evenbeck, Scott, 283
 Fabiano, Patricia, 80; 294
 Fanale, Susan, 416
 Feeney, Kiersten, 180; 396
 Felix, Oscar, 398
 Finning, Shannon, 403
 Fischer, Linda, 243
 Fisher, Annice, 156; 370
 Fishman, Seth Matthew, 141; 301
 Flaherty, Anne, 102
 Flanagan, Bill, 172
 Flanagan, Scott, 126; 399
 Flood, Michael, 86
 Flowers, Robert, 407
 Ford, Deborah, 8; 122; 307
 Ford, Jennifer, 117; 330
 Forney, Dea, 410
 Fotis, Fred, 359
 Foubert, John, 56
 Francis-Begay, Karen, 18; 190
 Franklin, Amy, 304
 Franklin, Khadish O., 151; 328
 Frey Johnson, Eva, 29; 85
 Friesz, Shelley, 416
 Fullen, Clint, 126
 Furnari, Anthony, 133
 Gajda, Stanley, 365
 Galloway, Yvette, 25; 61; 167; 256; 382
 Galvan, Maribel, 80
 Garcia, Tristan, 96
 Gardner, Pamela K., 224
 Garner, Margaret, 432
 Garrison, Amber, 67
 Gartner, Maggie, 274
 Gasser, Heather, 27
 Gastil, John, 173
 Gatteau, Rick, 404
 Gibson, Brian, 141
 Gibson, Cheryl, 17
 Giddens, Lisa, 333
 Gifford, Denise, 136
 Gines, Joseph, 397
 Ginsburg, Michael, 369
 Girton, Irene, 438
 Gloger, Jacki, 203
 Gocial, Tammy, 24
 Gokalp, Gokce, 243
 Gonzales, Christina, 32; 205
 Gonzalez, Alexander, 16
 Gonzalez, Anna, 198
 González, Juan, 291
 Goodman, Crystal, 223
 Goodwin, Ian, 177
 Gordon, Stephanie, 104; 265
 Gores, Connie, 100
 Gorow, Bridge, 27

Grabsch, Dustin, 130; 313
 Grace, Jessica, 17
 Graham, Jessica, 433
 Gray, Jenifer, P26
 Green, Alicia, 169
 Gregory, Chris, 227; 306
 Griffin, Kimberly, 442
 Griffin, Bruce, 308
 Griggs, Brandon, 258
 Gruber, Carol, 159
 Guardia, Juan, 370
 Guenzler-Stevens, Marsha, 125
 Guillory, Justin, 18; 234
 Guitierrez Kenney, Phyllis, 113
 Haefner, Jeremy, 122
 Hagans, Carol, 140
 Hale, Tonya, 277
 Hall, Karen, 258
 Hall, Tom, 432
 Hamre, Laurie, 8
 Hamrick, Florence, 226; 428
 Harbin, Judd, 399
 Harper, Ruth, 320
 Harper, Shaun, 23; 201
 Harraman, Josh, 314
 Harris, III, Frank, 151; 300
 Harrison, Irvin, 190
 Hart, Andrea, 446
 Havice, Pamela, 394
 Hayse, Bryan, 101
 Haywood, Antwione, 328
 Hazelrigg-Hernandez, Cecily, 80
 Healy, Margaret, 184
 Heeter-Bass, Janet, 8
 Heida, Debbie, 8
 Heiselt, April, 400
 Heiserman, Jason, 408
 Helfgot, Steven, 219
 Helminen, Karen, 350
 Helms, Stephanie, 78
 Hemphill, Brian, 23; 53
 Henneman, Todd, 154; 299
 Henry, Douglas, 137
 Henry, Sara, 440
 Henry, Wilma, 22
 Hensley, Steve, 114
 Hepner LaBanc, Brandi, 53
 Herman, Becca, 322
 Hernandez, Cynthia, 274
 Hernandez, Lurdes, 80
 Hernandez, Miguel, 109
 Hernandez, Pamela, 67
 Hernandez, Yvonne, 439
 Hernandez Robbins, Connie, 96
 Herrmann, Linda, 53
 Hersh, Richard, 288
 Hesp, Grahaeme, 324
 Hess, Kris, 327
 Hetzel, Roderick, 68
 Hickmott, Jessica, 14
 Hicks, Artis, 150
 Hicks, Mona, 90
 Higgs Burkhalter, Shelia, 21; 123
 Hoffman, Melissa, 327
 Hogue, Tiffany, 258
 Holcomb, Todd, 434
 Holquin, Stacy, 6
 Holliday-Jones, Holly, 387
 Hollis, Whit, 375
 Holmes, Christopher, 106
 Holmes, Robin, 202; 368
 Holzweiss, Peggy, 55
 Honak, Anne, 97
 Hoover, Grant, 65
 Hoover, Richard, 147
 Hornak, Anne, 450
 Horsey, Cheryl Lynn, 159
 Horton, Justin, 227
 Howard-Hamilton, Mary, 216
 Howes, Shannon, 228
 Hrdlicka, Sheila, 353
 Huelsbeck, Tom, 231
 Huftalin, Deneece, 76
 Hulme, Eileen, 7; 68; 239; 418
 Hunter, Bonnie, 70
 Hyman, Randy, 175
 Hyson, Chad, 359
 Imbra, Christine, 385
 Ingram, Ted, 216
 Jacks, Almeda, 155; 307
 Jackson, Dimitra, 138; 280
 Jacobs, Bonita, 189
 Jaime, Angela, 371
 Janz, Jeff, 449
 Janz, Mary, 449
 Jessup-Anger, Eric, 242
 Jewett, Gretchen, 241
 Jimenez y West, Ilda, 243
 Johnson, Barbara J., 430
 Johnson, Ebony, 387
 Johnson, Jaqualyn, 255
 Johnson, Joshua, 213
 Johnson, Lacretia, 224
 Johnson, Susan, 216
 Johnston, Marc, 247
 Jones, Amy L., 276
 Jones, Dan, 60
 Jones, Darlena, 9; 128; 334; 449
 Jones, David, 244
 Jones, Dawna, 163
 Jones, John, 53; 387
 Jones, Keith, 425
 Jones, LeAnne, 171
 Jones, Rita, 27
 Jones, Tabatha, 441
 Jons, Tom, 48
 Jordan, Peter, 42
 Karpilo, Lacy, 272
 Kasch, David, 263
 Keeling, Richard, 143; 288
 Kegan, Robert, 363
 Kegolis, Jeffrey, 317
 Kehr, Megan, 94
 Keller, Christine, 43
 Kelly, Bridget, 17; 49; 161; 268
 Kelly, Mark, 349
 Kelly, Rob, 123
 Kenzig, Melissa, 4; 93; 390
 Kepler, Deanie, 353
 Keppler, Kurt, 20; 376
 Kettler, Lauren, 133
 Khan, Rabia, 158



Kief, Bob, 272
Killian, Darnita, 104
Kim, Jean, 19
Kim, Jessica, 149
Kimbrough, Walter, 23
Kimple, Kelley, 415
King, Lisa, 427
Kinzie, Jillian, 194; 386
Kipetz, Sharon, 114
Kitchen, James, 23
Knoll, Barnaby, 272
Komives, Susan, 410
Konecny, Kevin, 383
Kortegast, Carrie, 226; 277
Kosine, Brandon, 371
Koth, Kent, 40; 329
Kowalski-Braun, Marlene, 36; 294
Kozuma, Hikaru, 93
Kramer, Cathy, 424
Kraus, Amanda, 260
Kravitz, Kelly, 153; 436
Kretovics, Mark, 13
Kryger, Kim, 171
Kunstman, Bobby, 277
Kuruvilla, Cecy, 123
Kushibab, Debbie, 25; 61; 382
Kushibab, Peter, 245

Laanan, Frankie Santos, 25; 138; 280
Lalor, Adam, 56
Lange, James, 229
Leary, Margaret, 218
Lee, Robin, 373
Leeder, Abigail, 91
Leonard, Patricia, 95; 319
Lewis, Christopher, 155
Liang, Bernie, 49
Liebau, Susan, 350
Lien, Marian, 19
Linder, Chris, 27; 84; 332
Lindholm, Jennifer, 83
Lindsay, Nathan, 319
Linvill, Darren, 394
Logiudice, JoEl, 252
Lombardi, Ryan, 34
Louis, Michelle, 68; 148; 239; 418
Love, Patrick, 286
Love, Rashida, 158
Lovell, Cheryl, 66
Lowe, Shelly C., 190
Lowe, Tiffany, 338
Lowery, John, 73; 290
Lu, Li, 124
Ludeman, Roger, 237; 426
Luke, Sarah, 424
Lundquist, Sarah, 113

MacGregor, Jean, 174
Maestas, Ricardo, 183
Maffeo, Carrie, 342
Mahan, Melissa, 253
Mahoney, Sandy, 447
Majovski, Laura F., 174
Malley, Kristie, 36
Mallory, Sherry, 155
Manderino, Mark, 228
Mangosing, Alvin, 437
Mankey, Richanne, 157; 368

Manning, Kathleen, 201; 386
Manzano, Lester, 21
Marine, Susan, 294
Marley, Edward, 146
Marron, Joe, 289
Marsh, Jim, 106
Marshall, Sarah, 97
Mart, Sarah, 4; 93
Martin, Brandon, 300
Mather, Pete, 98
Mayes, Carly, 55
McAlpin, Judy, 167
McCaffrey, Kate, 407
McCann, Kristin, 406
McCluskey-Titus, Phyllis, 164; 410
McCraw, Bethany, 106
McCrillis, Randy, 41
McDonald, Dave, 48
McLester, Shasta, 80
McNish, Debra, 8
McPeak, Patrick, 51; 305
McPhee, Myra, 316
McWilliams, M.E., 129
Melendez, Troy, 435
Mencke, Bernadette, 225
Merrifield, Mike, 337
Merritt Miller, Beth, 339
Messinger, Lori, 119
Meyer, Bruce, 60
Miller, Michael, 131
Miller, Stacey A., 65
Miller, Tom, 179
Millerick, Tim, 24
Millora, Lisa, 83
Minton, Deborah, 378
Mock, Jr., Robert, 225
Mogan, Kristin, 31
Moneta, Larry, 38
Monroe, Murphy, 349
Montgomery, Lisa, 42
Montoya, Coleen, 436
Monzon, Reynaldo, 58
Moore, Garrie, 42
Moore, Eugene, 260
Moore, Scott H., 54
Moore Gardner, Megan, 14
Morales, Richard, 228
Moran, Christy, 185
Morgan, Valarie, 107
Moriarity, Deb, 38
Moses, Justin, 160
Moses, Natalie, 218
Mosley, Juliana, 275
Mueller, Kate, 25; 256
Munin, Art, 323
Muñiz, Humberto, P27
Muñiz, Marcela, 442
Murdock, Jacob, 41; 314
Murphy, Jasmine, 339
Murray, Michele, 351; 363
Musselman, Susan, 20

Nading, Carolyn, 434
Nagda, Biren (Ratnesh), 214
Narui, Mitsu, 141
Nash, Robert, 302; 351
Naylor, Greg, 204
Neece, Buster, 356

Neer, Steve, 361
Nehls, Kimberly, 107
Nelson, Rebecca, 141
Nguyen, JoeAnn, 19
Nisbet, Caroline, 78
Nixon, Monica, 49
Nonnamaker, John, 208
Norman, Eric, 448
Norris, Ashlee, 341

Obear, Kathy, 10
O'Brien, Jonathan, 438
O'Dair, Katie, 17
O'Halloran, Kim, 89
Olay, Ivan, 446
Olcott, Sarah, 100
Oldham, Kyle, 333
Oleksy, Mary, 331
Oliver, Dub, 7; 239
Olivero, Paula, 81
Olson-Loy, Sandra, 194; 424
Onorato, Suzanne, 210
Oosahwe-Yellowfish, Star, 234
Opocynski, Renata, 268
Orgera, Jeff, 238
Osfield, Kenneth, 389
Oste, Danja, 26
Oster-Aaland, Laura, 233
Osters, Sandi, 55
Overland, Maribeth, 2
Owen, Julie, 28
Owens, Anthony D., 321
Ozaki, C. Casey, 247

Page, Jr., Robert N., 23
Paik, Chris, 113
Palacios, Elizabeth, 415
Pan, Xiushan, 124
Parks, Kaela, 33
Parks, Tammy, 37
Parrish, Michael, 69; 406
Patel, Bindi, 37
Patterson, Peggy, 186
Patterson, Ty, 44
Paul, Christine, 200
Paul, Rachael, 268
Payne, Shaunna, 92; 200; 267
Peck, Adam, 129
Peña, Edlyn, 243
Pendakur, Sumun, 12
Pendakur, Vijay, 12
Pennington, Karen, 261
Pepin, Sean, 303
Peralez, Esther, 42
Perrodin, Felisha, 282
Person, Dawn, 113
Peska, Scott, 248; 304
Peters, Pamela, 195
Phillips, Lacey, 101
Phillips, Tim, 48
Pica, Todd, 128
Pichon, Henrietta Williams, 430
Pigza, Jennifer, 318
Poisel, Mark, 193
Porter, Christa, 141
Postell, Ashley, 151
Pothoven, Shannon, 418
Poulson, James, 20
Powell, Theresa A., 155

Powers, Tim, 137
 Powers, Maureen, 144
 Predovich, Lisa, 153
 Price, Elizabeth, P22
 Prosser, Joann, 297
 Pryor, John, 74
 Pugh, Monica, 348
 Pullins, Tami, 360
 Puma, Michael, 316
 Pumilio, John, 174
 Purdie, II, John, 341

Quarles, Markel, 373
 Quinn-Zobeck, Ann, 354
 Quirolgico, Raymond, 302

Rader, Matthew, 144
 Rains, Linda, 184
 Ramos, Guadalupe, 144; 348
 Ray, Darrell, 5; 448
 Razek, Nasser, 45
 Reamey, Becky A., 209
 Reed, Kat, 415
 Reesor, Lori, 102; 178; 291
 Reeve, Andrea, 398
 Reid, Elisha, 151
 Reilly, Daniel, 262
 Remelius, Terisa, 183
 Rennick, Merridy, 255
 Rhodes, Gary, 237
 Rhodes, Trudy, 391
 Ribera, Tony, 355
 Rice Annemieke, 202
 Richmond, Demetrius, 328
 Rietveld, Beth, 27
 Riley, Cat, 448
 Rivera, Eric, 58; 229
 Roberts, Darby, 35; 55
 Roberts, Julia, 36
 Robinson, Thomas, 133
 Rode, Denise, 387
 Rodgers, Emily, 137
 Rodriguez, Jaclyn, 214
 Rodriguez, Katrina, 84
 Roerhrenbeck, Keith, 126
 Rogers, David, 227
 Rogers, Judy, 263
 Rogers, Susan, 187
 Rogers, W. Timothy, 262; 362
 Rollins, Melissa, 253
 Rollo, J. Michael, 202
 Rome, Kevin, 287
 Rooker, LeRoy, 295; 380
 Rooney, Gail, 414
 Root, Lisa, 317
 Roper, Larry, 278
 Rosa, Vicky, 342
 Ross, Frank, 283
 Ross, Leah, 48
 Ross, Tony, 23
 Rosson, Peggy, 447
 Rostirolla, Georgia, 337
 Rue, Penny, 104
 Rumann, Corey, 428
 Rumill, Phillip, 378
 Runell-Hall, Marcella, P23; 37
 Ruscheinski, Nicole, 158
 Russell, Holz, Stephanie, 90

Rustad-Sampson, Colleen, 435
 Rybalkina, Olga, 26
 Sadler, Leslie, 110; 417
 Saechao, Kao, 392
 Sagen, Sally, 200
 Salazar, Stephanie, 177
 Salvador, Susan, 382; 388
 Sand, Jim, 98
 Sanders, Jonathan, 448
 Sanders, Sabrina, 289
 Sanlo, Ronni, 265
 Sans, Leslie, 169
 Sanseviro, Michael, 115
 Sansone, Sophia, 278
 Savage, Marjorie, 34; 103; 353
 Schlapper, Ferdinand, 146
 Schlegel, Erin, 297
 Schmidt, Anna, 420
 Schmidt, Peter, 39
 Schoder, Mark, 401
 Schoen, Jennifer, 436
 Schoenfeld, Donna, 387
 Schreiner, Laurie, 7; 360; 418
 Scott, Joel, 134; 288
 Scott, Martha Lou, 106
 Scroggs, Cathy, 8
 Segawa, Mike, 75
 Seifert, Annemarie, 47
 Seile, Jennifer, 381
 Serafini, Mary Alice, 44; 282
 Shaffer, Jamie, 71
 Shandley, Tom, 307
 Sharma, Micky, 53
 Shaw, Brad, 109
 Shaw, Deborah, 222
 Shea, Robert, 26
 Shehane, Melissa, 134; 405
 Shenk, Ed, 61; 167; 289
 Shimabukuro, Lisa, 437
 Shook, Marc H., 209
 Shook Christman, Heather, 228
 Short Hanson, Gail, 261
 Shotton, Heather, 234
 Shuckett, Susan, 229
 Shushok, Frank, 54; 258
 Silva, Christopher, 383
 Silverman, Daniel, 419
 Simpkins, Will, 277
 Simpson, Rob, 99
 Sindlinger, Judith, 193
 Sisco, Jake, 366
 Skorheim, Mary, 105
 Slantcheva-Durst, Snejana, 284
 Slavin Miller, Sharyn, 360
 Sleeman, Kerri, 350
 Smedick, Bill, 90; 408
 Smilie, Tina, 193
 Smith, Guy, 337
 Smith, Joy, 307
 Smith, Jr, Kent J., 275; 296
 Smith, Kevin, 98; 296
 Smith, Scott, 416
 Smith, Shawn, 356
 Smith- Lopez, Christopher John, 446
 Smith Raspberry, Kimberly, 115
 Snelling-Owens, Deborah, 423
 Snipes, J.T., 415

Sommers, Kari, 349
 Sonn, Andrew, 381
 Sorenson, Jennifer, 423
 Souma, Al, 39
 Spenser, Tiffanie, 163
 Spinosa, Hanna, 83
 Sponsler, Amy, 246
 Sriram, Rishi, 68; 148; 258; 405
 Starobin, Soko, 280
 Stauffer, Callista, 378
 Stebleton, Michael, 138
 Stewart, Kris, 353
 Stokely, Madlyn, 3
 Stoner, Ken, 262
 Stoppel, Chris, 102
 Stormo, Krista, 337
 Stratton, Jill, 94; 444
 Streeter, Montrose, 407
 Stuart, Susan, 11
 Sturdvant, Alvin, 151; 161
 Suddeth, Todd, 160
 Sumka, Shoshanna, P25
 Sundt, Melora, 154
 Swett, Denise, 25; 167; 289; 382
 Szatkowski, Timika, 383
 Taji, Ola, 136
 Talbot, Donna, 50; 303
 Tanner, Kimberly, 188
 Tarbell, Keane, 405
 Taylor, Becca, 356
 Teasdale, Janet, 359
 Tejada, Eric, 6
 Templeton, Alex, 107
 Terrell, Patricia, 207; 261
 Tesfay, Adiam, 171
 Thayer, Paul, 398
 Thomas, Amanda, 346
 Thompson, Melanie, 409
 Thompson, Sara, 198; 414
 Thompson, Terry, 33
 Thompson-Davis, Maxine, 262
 Tihinen, Melissa, P24
 Timpf, Kimberley, 432
 Ting, Marie, 42
 Tinglestad, Erik, 255
 Todd, D.J., 107
 Torres, Vasti, 206
 Trainum, Matthew, 381
 Trevey, Kate, 254
 Troxel, Wendy, 164
 Tull, Ashley, 399
 Turner, Sherry, 285
 Tyson, Tessa, 218
 Uden, Jayme, 102
 Underwood, Elizabeth, 314
 Vaccaro, Annemarie, 139
 VanDerLinden, Kim, 152; 375
 Van-Ess, Michelle, 37
 Vangness, Jane, 233
 VanHecke, JoNes, 425
 VanLone, Jeff, 407
 Varlotta, Lori, 43
 Vasquez, Alex, 173
 Vela-Fox, Issis, 117
 Vergara, Roniciel "Joy" M., 123
 Victoria, Nathan, 36; 46; 123



Viento, Wanda, 303
Vierstra, Courtney, 378
Villa, Chris, 289
Vinopal, Jenny, 96

Wade, Argyle, 202
Waits, Lisa, 25
Walbert, Jan, 206
Waldeck, Steve, 20
Walker, Deborah, 163
Walker, Jackie, 446
Walker, Mike, 32; 95; 205
Wall, Andrew, 181
Wall, Vernon, 10; 176
Wallace, Elizabeth, 135
Walsh, Kimberly, 347
Wan, Rick, 6
Wang, Howard, 426
Ward-Roof, Jeanine, 34; 307
Warfield, Susan, 312
Warren, Lamara, 1
Wartman, Katherine, 34
Waryas, Diane, 35

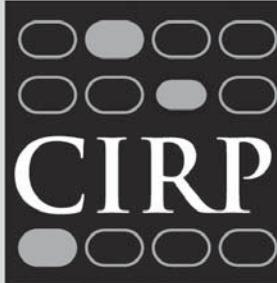
Waryold, Daisy, 410
Washington, Jamie, 10
Waterman, Stephanie, 234
Watkins, Brian, 34
Watkins, Dawn, 287
Watson, Arthur, 220
Watson, Lemuel, 213
Wawrzynski, Matthew, 354
Welch, Kerry P., 143
Welch, Marshal, 40
Weldy, Eric A., 307
Wells, Gayle, 187
Werder, Carmen, 341
Wesener, Kelly, 53; 304
White, Jessica, 208
White, Judith, 341
White, Lori, 104; 174
Wilcox, Delynne, 432
Willenbrock, Chris, 333
Williams, Brenda, 445
Williams, Elizabeth, 180
Williams, F Clark, 252
Williams, Jr., George, 446

Willoughby, III, G. Case, 3; 326
Wilson, Maureen, 257
Wilson, Nona, 320
Wolf, Lorraine, 427
Wong, Mouy-Ly, 392
Woods, C.J., 330
Woosley, Sherry, 9; 81; 192; 334
Workman, Thomas, 4; 64; 215
Wright, Jill, 283
Wyche-Hall, Marla, 249

Yeh, Theresa, 329
Young, George, 61
Young, Jr., Wayne, 59
Younger, Toyia, 92
Yules, Tasha, 79

Zambito, Jill, 304
Zane, Thomas, 116
Zdziarski, Gene, 307
Zelna, Carrie, 35
Zhang, Yanmei, 124
Zhu, Lili, 124

ACADEMIC HABITS
STUDENT ENGAGEMENT
DIVERSITY
CIVIC ENGAGEMENT
CAMPUS CLIMATE
PEER RELATIONSHIPS
STUDENT AND FACULTY
INTERACTIONS
ACADEMIC CLIMATE
STUDENT SATISFACTION



ADMINISTERING THE MOST NATIONALLY RECOGNIZED & RESPECTED SURVEYS IN HIGHER EDUCATION.

- The Freshman Survey
- Your First College Year Survey
- College Senior Survey

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA



The Catalyst for Continuous Improvement



Since 1998, over 1600 colleges and universities have used EBI assessments to improve the quality of the college student experience.

EBI assessments provide student affairs professionals the information they need to evaluate performance, identify their contribution to professional standards and the greater institutional mission, and drive continuous improvement.



The Essential Student Affairs Assessment Program

The Educational Benchmarking Advantage

Largest Number of Colleges and Universities for Benchmarking:

Provides benchmarks for six, self-selected peers/competitors, Carnegie Class institutions and the national standard

Largest Selection of Student Affairs Assessments:

Offers ten student affairs assessments, more than any other student affairs assessment program

Continuous Improvement:

Impacts overall effectiveness by providing results that go beyond describing performance, to identifying where time, energy and scarce resources should be invested

Professional Standards:

Compares performance against professional standards (CAS, NASPA/ACPA Learning and Leadership Reconsidered, ACUHO-I)

Flexible Assessment Scheduling:

Suits your needs by allowing you to select assessments and implement them on your timetable without sacrificing benchmark comparisons

Comprehensive Results Analysis and Reporting:

Provides executive summaries, in-depth analysis, custom analysis (cross-tabs, multi-level filtering) statistical analysis (t-test and regressions); everything you need to make the most of your assessment program

For more information,

please contact:

**Educational
Benchmarking**

(417) 429-0081

Info@WebEBI.com

www.WebEBI.com

NASPA BOARD OF DIRECTORS 2008-2009

President

Diana Doyle, *Community College of Denver*

President-Elect

Mike Segawa, *University of Puget Sound*

Past President

Janet Walbert, *Arcadia University*

Region I Vice President

Pauline Dobrowski, *Stonehill College*

Region II Vice President

Helen Matusow-Ayres, *Pratt Institute*

Region III Vice President

Thomas Shandley, *Davidson College*

Region IV-East Vice President

Levester Johnson, *Butler University*

Region IV-West Vice President

Christine Schneikart-Luebbe, *Wichita State University*

Region V Vice President

Art Costantino, *The Evergreen State College*

Region VI Vice President

Susan Borrego, *California State University-Dominguez Hills*

Member At-Large

Margaret Jablonski, *The University of North Carolina at Chapel Hill*

Member At-Large

Brett Campbell, *Tulsa Community College*

Community College Division Chair

Debbie Kushibab, *Estrella Mountain Community College*

Knowledge Communities National Director

Sandy Hubler, *George Mason University*

Professional Standards Division Chair

Ronni Sanlo, *University of California, Los Angeles*

Public Policy Division Chair

Bonnie Hunter, *Valparaiso University*

Research Division Director

Shaun Harper, *University of Pennsylvania*

Small Colleges & Universities Division Chair

Sandy Olson-Loy, *University of Minnesota-Morris*

2009 Conference Chair

Jan Winniford, *Weber State University*

NASPA Foundation President

Almeda Jacks, *Clemson University*

Executive Director

Gwendolyn Jordan Dungy, *NASPA*

Associate Executive Director

Kevin Kruger, *NASPA*

NASPA FOUNDATION BOARD OF DIRECTORS 2008-2009

President

Almeda Jacks, *Clemson University*

President-Elect

Barbara Snyder, *University of Utah*

Secretary

Theresa Powell, *Temple University*

Treasurer

Gwendolyn Jordan Dungy, *Executive Director, NASPA*

NASPA President

Diana Doyle, *Community College of Denver*

NASPA Past President

Janet Walbert, *Arcadia University*

NASPA Foundation Past President

Edward Whipple, *Bowling Green State University*

Campaign Committee Co-Chair

Hazel Scott, *Georgia State University (Retired)*

Campaign Committee Member

Susan Adams, *Texas Christian University*

Members:

Cheryl Callahan, *The University of North Carolina at Greensboro*

Henry Gee, *Rio Hondo College*

Hal Gin, *California State University-East Bay (Retired)*

Barbara Jones, *Miami University-Oxford*

Kurt Keppler, *Valdosta State University*

Kathleen Manning, *University of Vermont*

Prakash Mathew, *North Dakota State University*

George McClellan, *Indiana University-Purdue University Indianapolis-Fort Wayne*

Richard McKaig, *Indiana University*

Sheila Murphy, *Simmons College*

Steve Neilson, *Rollins College*

Patricia S. Terrell, *University of Kentucky*

Jan Winniford, *Weber State University*

NASPA LEADERSHIP

2009 Stevens Institute Chair

Karen Pennington, *Montclair State University*

Alice Manicur Women's Symposium Director

Barbara Henley, *University of Illinois at Chicago*

Center for Scholarship, Research, and Professional Development for Women

Advisory Board Chair

Gail Short Hanson, *American University*

Faculty Fellows Chair

Rosa Cintron, *University of Central Florida*

Hardee Dissertation-of-the-Year Coordinator

Marilyn Amey, *Michigan State University*

International Exchange Coordinator

Maureen O'Keefe, *Massachusetts College of Art*

The James E. Scott Academy Chair

Cynthia Cherrey, *Tulane University*

Journal Board Editor

Cary Anderson, *Saint Joseph's University*

NASPA Historian

Kathryn Nemeth Tuttle, *University of Kansas*

NASPA Undergraduate Fellows Program (NUFFP) Chair

Sheila Higgs Burkhalter, *University of Arkansas*

NASPA KNOWLEDGE COMMUNITY CHAIRS

Administrators in Graduate and Professional Student Services

Jessica Edonick, *Drexel University*

African American Concerns

James Hill, *University of Wisconsin-Milwaukee*
Corliss Bennett-McBride, *University of Southern California*

Alcohol & Other Drugs

Tom Workman, *Baylor College of Medicine*

Asian Pacific Islanders Concerns

Lori Ideta, *University of Hawai'i West Oahu*

Joy Hoffman, *Whittier College*

Assessment, Research, and Evaluation

Ted Elling, *The University of North Carolina at Charlotte*

Carrie Zelna, *North Carolina State University*

Campus Safety

C. Ryan Akers, *Mississippi State University*

DisAbility Concerns

Cindy Donahue, *University of Colorado-Boulder*

Fraternity & Sorority Affairs

Jerry Brewer, *University of South Carolina*

Cathy Scroggs, *University of Missouri-Columbia*

Gay, Lesbian, Bisexual & Transgender Concerns

David Kessler, *The University of Texas at San Antonio*

Heidi Adelia Stanton, *Washington State University*

Health in Higher Education

Melissa Kenzig, *Columbia University*

Sarah Mart, *Marin Institute*

Indigenous Peoples

Karen Francis-Begay, *The University of Arizona*

International Education

Olga Rybalkina, *Palm Beach Atlantic University*

Latino/a

Alex Gonzalez, *The University of New Mexico*

Adriana Alicea-Rodriguez, *The University of Texas at San Antonio*

Men & Masculinities

Rachel Wagner, *University of Dayton*

Ryan Barone, *University of Connecticut*

New Professionals & Graduate Students

Daniel Choi, *New York University*

Parent and Family Relations

Ryan Lombardi, *Ohio University*

Anna Carey, *Western Washington University*

Spirituality and Religion in Higher Education

Deborah Cady Melzer, *Fairfield University*

Student Affairs Development and External Relations

Myra Morgan, *University of Florida*

Student Affairs Professionals Working in and with Academic Affairs

Kevin Charles, *University of New Hampshire*

Student Leadership Programs

Amy Radford-Popp, *Michigan State University Technology*

Leslie Dare, *North Carolina State University*

Kevin Guidry, *Indiana University*

Women in Student Affairs

Chris Linder, *Colorado State University*

2008-2009 FACULTY FELLOWS

Rosa Cintron (Chair), *University of Central Florida*
 Holley A. Belch, *Indiana University of Pennsylvania*
 Linda Clement, *University of Maryland, College Park*
 Siu-Man "Raymond" Ting, *North Carolina State University*
 Dea Forney, *Western Illinois University*
 Mary Howard-Hamilton, *Indiana State University*
 Randy Hyman, *Ball State University*
 Linda Kuk, *Colorado State University*
 Cheryl Lovell, *University of Denver*
 Kathleen Manning, *University of Vermont*
 Judy Rogers, *University of Miami*
 Carney Strange, *Bowling Green State University*

NASPA OFFICE STAFF

Shahla Barksdale, *Coordinator, Membership Services*
 Zafer Bebek, *Assistant Director of Information Technology*
 Fred Comparato, *Director of Corporate & Foundation Relations*
 Melissa Dahne, *Director of Publications*
 Zaneeta E. Daver, *Senior Director of Research and Assessment*
 Joseph DeSanto, *Assistant Director of Educational Programs*
 Gwendolyn Jordan Dungy, *Executive Director*
 Stephanie A. Gordon, *Senior Director of Educational Programs*
 Olivia Jones, *Senior Director of Accounting/Human Resources*
 Marybeth Keeler, *Project Coordinator for the NASPA Foundation*
 John Kennedy, *Senior Director of Information Technology*
 Arlene Kidwell, *Senior Director of Meetings/Events*
 Kevin Kruger, *Associate Executive Director*
 Daryl Levine, *Office Manager*
 Kristie Malley, *Senior Director of Membership*
 Kaaryn Sanon, *Senior Director of Marketing and Communications*
 Ritu Sharma, *Writer/Editor*
 LaToya Tapscott, *Regional Accounts Coordinator/Bookkeeper*
 Nathan Victoria, *Assistant Director of Educational Programs*

NASPA PAST PRESIDENTS

2007-08	Janet E. Walbert	1961-62	Fred J. Weaver
2006-07	Barbara C. Jones	1960-61	William S. Guthrie
2005-06	Kurt J. Keppler	1959-60	H. Donald Winbigler
2004-05	Peg L. Blake	1958-59	Fred H. Turner
2003-04	Karen L. Pennington	1957-58	Donald M. Dushane
2002-03	Michael Jackson	1956-57	Frank C. Baldwin
2001-02	Theresa A. Powell	1955-56	John H. Hocutt
2000-01	Shannon Ellis	1954-55	John H. Stibbs
1999-00	Doris Ching	1953-54	Robert M. Strozier
1998-99	Cheryl (Cherry) M. Callahan	1952-53	Victor F. Spathelf
1997-98	Jack Warner	1951-52	A. Blair Knapp
1996-97	Suzanne E. Gordon	1950-51	Wesley P. Lloyd
1995-96	Jon C. Dalton	1949-50	L.K. Neidlinger
1994-95	James E. Scott	1948-49	J.H. Newman
1993-94	Paula M. Rooney	1947-48	E.L. Cloyd
1992-93	Joan Claar	1946-47	Arno Nowotny
1991-92	Dennis C. Golden	1944-46	Earl J. Miller
1990-91	Marsha Duncan	1943-44	J.H. Julian
1989-90	Dudley Woodard	1942-43	Joseph A. Park
1988-89	Thomas Goodale	1941-42	L.S. Corbett
1987-88	Larry Ebbers	1940-41	J.J. Thompson
1986-87	Judith M. Chambers	1939-40	J.F. Findlay
1985-86	Bob E. Leach	1937-39	D.H. Gardner
1984-85	Richard J. Correnti	1936-37	Dabney S. Lancaster
1983-84	Edward H. Hammond	1935-36	William E. Alderman
1982-83	R. Mikell O'Donnell	1934-35	B.A. Tolbert
1981-82	E.T. "Joe" Buchanan	1933-34	H.E. Lobdell
1980-81	Lyle A. Gohn	1932-33	C.E. Edmonson
1979-80	George W. Young	1931-32	W.I. Moore
1978-79	Donald V. Adams	1930-31	W.L. Sanders
1977-78	Arthur Sandeen	1929-30	J.W. Armstrong
1976-77	Alice R. Manicur	1928-29	G.B. Culver
1975-76	James J. Rhatigan	1927-28	Scott H. Goodnight
1974-75	James R. Appleton	1926-27	Floyd Field
1973-74	John L. Blackburn	1925-26	C.R. Melcher
1972-73	Thomas B. Dutton	1924-25	Robert Rienow
1971-72	Chester E. Peters	1923-24	J.A. Bursley
1970-71	Earl W. Clifford	1922-23	Stanley Coulter
1969-70	Mark W. Smith	1921-22	Edward E. Nicholson
1968-69	O.D. Roberts	1920-21	Thomas A. Clark
1967-68	Carl W. Knox	1919-20	Scott H. Goodnight
1966-67	Edmund G. Williamson		
1965-66	Glen T. Nygreen		
1964-65	Victor R. Yanitelli		
1963-64	James McLeod		
1962-63	J.C. Clevenger		



NASPA CENTERS FOR INNOVATION

The James E. Scott Academy is an integral part of NASPA designed to help SSAOs stay on top of critical management issues and professional development opportunities that ensure their career leadership success. The Academy responds to current SSAO needs with institutes, publications, and seminars run by higher education, business, government, and senior student affairs experts.

The Center for Public Policy educates lawmakers about issues important to student affairs and gives NASPA members the most up-to-date information on topics such as FERPA, campus safety, and other government mandates.

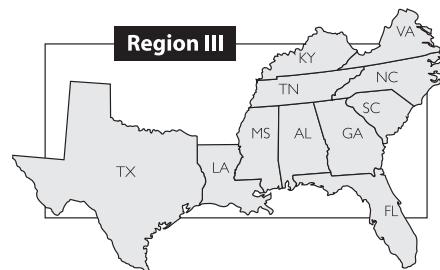
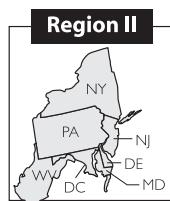
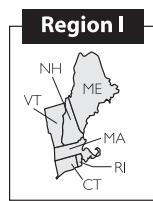
The Center for Research on Student Life and Demographics coordinates the Assessment Consortium, which administers the *Profile of Today's College Student* national survey. The Center also sponsors and conducts research projects focusing on college students and serves as a clearinghouse for research projects completed by NASPA members.

The Center for Scholarship, Research, and Professional Development for Women exists to address education issues relevant to women in student affairs, women in higher education, and women students. The Center also publishes the *Journal About Women in Higher Education* and coordinates the Alice Manicur Symposium for Women Aspiring to be SSAOs and the Panel of Listeners mentoring program.

The Center for Technology in Student Affairs publishes the weekly e-zine, *NetResults*, maintains a library of online student affairs resources, and builds the capacity of NASPA members to use technology in the pursuit of student success.

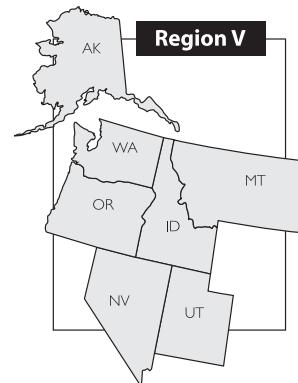
The International Center for Student Success and Institutional Accountability provides leadership in policy, practice, and professional development through research, capacity-building, and collaborative grant-funded projects to help institutions and educators define, enhance, and document student success. The Center is a co-sponsored project between NASPA and Keeling and Associates, LLC.

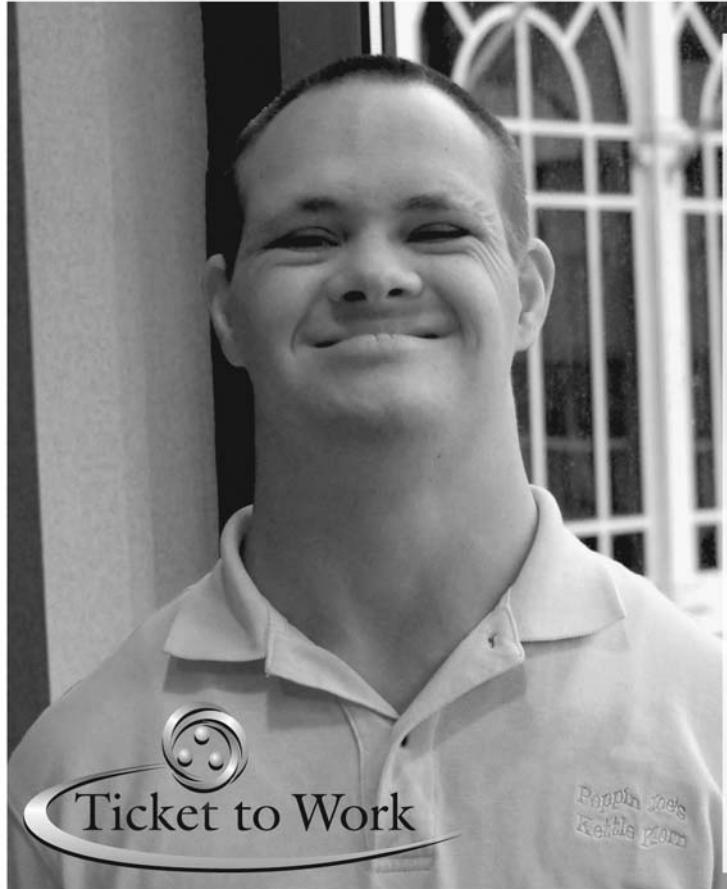
NASPA NATIONAL & INTERNATIONAL REGIONS



INTERNATIONAL COUNTRIES (REGION)

Australia (VI)	Kuwait (III)
Bahamas (II)	Lebanon (III)
Canada	Lithuania (I)
- Alberta (V)	Malaysia (VI)
- British Columbia (V)	Mexico (III)
- Manitoba (IV-W)	Nigeria (III)
- Newfoundland (I)	Qatar (III)
- Nova Scotia (I)	Senegal (I)
- Ontario (IV-E)	South Africa (III)
- Quebec (I)	Spain (I)
Costa Rica (III)	Switzerland (I)
Egypt (II)	Taiwan (III)
Germany (II)	Trinidad and Tobago (III)
Hong Kong (VI)	United Arab Emirates (III)
India (IV-E)	United Kingdom (I)
Ireland (I)	United States Minor Outer Islands (I & II)
Italy (I)	Virgin Islands (II)
Jamaica (III)	





**Enrich his life...
and your bottom line.**

Become an Employment Network
with the NEW Ticket to Work.

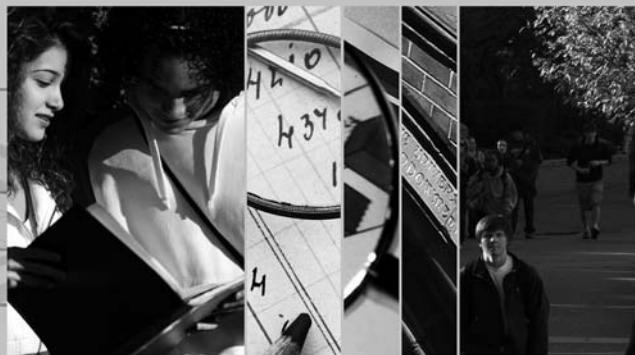
When your students with disabilities succeed, so do you. Add a revenue stream free of restrictions, or the need to compete.

It's easy. We'll help you.

Visit www.ssa.gov/work to learn how SSA can meet your needs. Or call Joel Middleton at 703-448-6155 ext 223.

Taking the **Next Step:**

Shared Ownership of Assessment
& Retention in Higher Education



INTERNATIONAL ASSESSMENT & RETENTION CONFERENCE

June 10-13, 2009
Marriott New Orleans
New Orleans, Louisiana

ICSSIA
International Center for Student Success & Institutional Accountability

NASPA
Student Affairs Administrators
in Higher Education

www.assessconf.net

the placement exchange

"I met my first choice at the conference and would probably not have known to pursue them if I had not been at TPE."

— Amy Garrison; Coordinator of Student Organizations; Georgetown University Law Center

"The entire experience left me feeling energized, rejuvenated, inspired, and feeling extremely fortunate to be working in Student Affairs."

— Debra Y. Griffith; Director, Student Conduct and Ethical Development; San Jose State University

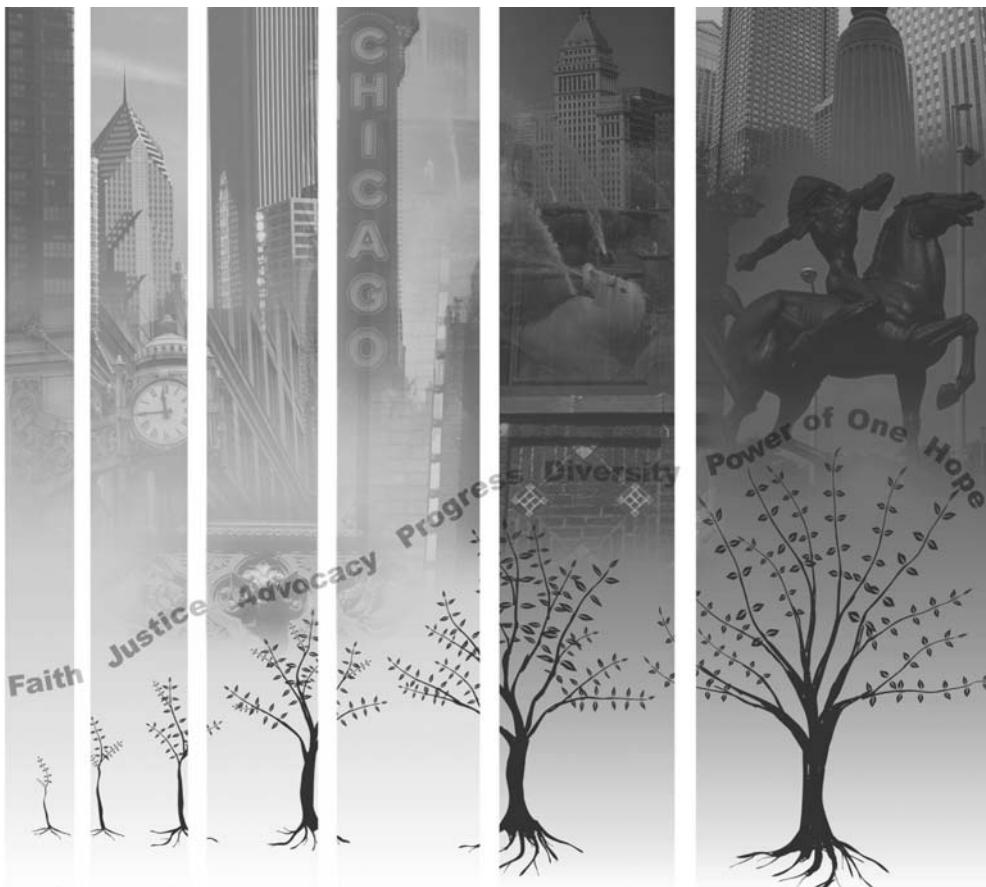
The Placement Exchange: Chicago 2010, a joint venture of ACUHO-I, ASJA, NACA, NASPA, and NODA, is dedicated to making job placement a rewarding and low-stress experience for all involved. Support from these five associations will increase the number and diversity of positions listed at The Placement Exchange.

www.theplacementexchange.org

MARK YOUR CALENDAR

March 4–7, 2010

Chicago, Illinois



Live the Legacy Be the Movement

2010 NASPA CONFERENCE

MARCH 6–10, 2010

CHICAGO, ILLINOIS

www.naspa.org/conf



2009 CONFERENCE PLANNING SUBCOMMITTEE MEMBERS

Featured Speakers Committee

Brian McCoy, Nichols College (*Chair*)
Cynthia Hernandez, Texas A&M University
Laura LaBauve-Maher, William Rainey Harper College
Monica Nixon, Seattle University
Paula Olivero, Slippery Rock University
Myron Pope, University of Central Oklahoma

Local Arrangements Committee

Anna Carey, Western Washington University (*Co-chair*)
Sherry Mallory, Western Washington University (*Co-chair*)
Ana Blackstad, Cascadia Community College
E. Kate Cohn, University of Puget Sound
Elizabeth Higgins, University of Washington
Marty Howell, University of Washington
Janet Mee, University of British Columbia
Anthony Papini, Pride Foundation
Laura Prince, Seattle University
Victoria Rucker, Seattle University
Paula Wetzel, Seattle Pacific University

The Placement Exchange Committee

Nam Nguyen, San Jose State University (*Co-chair*)
Rachel Alldis, New York University
Katie Boone, University of Maryland
Lesley-Ann Brown, Texas A&M University
Patrick Call, The University of Arizona (*Co-chair*)
Christa Coffey, University of Central Florida
Ann Marie Coppinger, Northeastern University
Chris Jaehne, University of Washington
Yoshiko Matsui, University of Puget Sound
Grace Reynolds, Lafayette College
Kate Schnurr, Willamette University
Tricia Schwery Smith, Virginia Tech University
Jenna Hyatt, Central Washington University
Matt Trainum, George Washington University
Priscilla Verlade, Western Illinois University

Pre-Conference Programs

Judy Albin, Pennsylvania State University (*Chair*)
Jackie Balzer, Portland State University
Jason Laker, Queen's University
Keith Lopez, Colorado State University
Sara Lowery, Texas Tech University
Jeanne Mastrodicasa, University of Florida
Rebecca Newell, Middlesex Community College
Angela Vena, Rutgers University
Nicole Virtucio, California State University-Fullerton

Programs Committee

Robert Kelly, Seattle University (*Chair*)
Rosa Cintron, University of Central Florida
Richard Culliton, Wesleyan University
Kathleen Lis Dean, John Carroll University
Susan Donovan, Loyola College-Maryland
Houston Dougherty, Grinnell College
Juan Guardia, Florida State University
Deneece Huftalin, Salt Lake Community College
John McKiernan, Seattle University
Stacey Miller, University of Vermont
Kenechukwu Mmeje, University of Southern California
Stacey Rothberg, Pepperdine University
Frank Shusshok, Baylor University
Scott Smith, Saint Louis University
Marie Ting, City University of New York
Alex Vasquez, Wheaton College
Lori White, Southern Methodist University

Publicity & Promotions Committee

Frank Ross, Indiana University-Purdue University Indianapolis (*Chair*)
Keith Champagne, Central Washington University
Todd Foley, Wentworth Institute of Technology
Kara Gravley-Stack, North Dakota State University
Richard Ludwick, Albany Law School
Sarah Minnis, Texas A&M University
Cameron Miyamoto, University of Hawaii-Manoa
Sharee Myricks, Indiana University-Purdue University Indianapolis

Volunteers & Special Projects Committee

Evette Castillo Clark, Tulane University (*Chair*)
Clay Brown, University of Arkansas-Monticello
Natasha Croom, Iowa State University
Jon Eldridge, Southern Oregon University
Jill Halvaks, University of California, Irvine
Rory James, The University of North Carolina at Asheville
Amy Johnson, University of Southern California
Chad Kee, Catholic University of America
Kelly Jo Larsen, Bowling Green State University
Nicole Mehta, University of Maryland, College Park
Gig Secuban, University of Arkansas
Mary Skorheim, University of Utah
Delois Smith, University of Alabama-Huntsville
Rameen Talesh, University of California, Irvine
Constantinos Taliouridis, Glion Institute of Higher Education
Mary Wardell, University of San Francisco

NASPA Undergraduate Fellows Program (NUFP)

Natasha Croom, Iowa State University (*Chair*)
Tonya Baker, Tulane University
Peter Chu, University of California, Santa Barbara
Trace Camacho, Iowa State University



Glossary of Terms

Awards Luncheon – Everyone may attend, but tickets must be purchased in advance since space is limited. If you did not purchase a ticket this year, think about it for next year, as the awards luncheon provides an opportunity to learn about the wonderful people who make the student affairs profession so dynamic.

Business Meeting – The NASPA Annual Business Meeting is open to all NASPA members and conference participants. Join the NASPA Board of Directors and learn about the state of the association. At the end of the Business Meeting, the gavel will be passed to the incoming president, Mike Segawa.

Case Study Competition – The Graduate Students and New Professionals Case Study Competition is a way for graduate students and new professionals to apply their knowledge of student affairs, receive feedback from seasoned professionals, and compete for recognition.

Communities Gala – This event is open to all conference participants and highlights the knowledge communities, regions, and divisions of NASPA. The Graduate Preparation Programs Fair is also during this event.

Cyber Café – Open to all conference attendees to check e-mail or browse the web. The Cyber Café is open throughout the conference.

Faculty Breakfast – Open to all faculty (tenure track and adjunct), this informal breakfast provides the opportunity to discuss graduate preparation of future student affairs professionals.

Graduate Preparation Programs Fair – Representatives from over 50 graduate preparation programs will be available to discuss their programs and distribute literature. Get information about master's and doctoral programs from across the country for yourself or to share with students on your campus.

International Symposium – Held prior to the conference, the Symposium serves as the venue for student affairs leaders from around the world to meet and share ideas.

JASPA – Jesuit Association of Student Personnel Administrators

Knowledge Community (KC) – The KCs provide opportunities for professionals with similar interests to explore topics for discussion and debate, to exchange programming ideas, and to focus on issues for the consideration of the board of directors. Participation is open to any NASPA member.

NASPA Foundation – The NASPA Foundation furthers research that contributes to increased understanding of the complexities of collegiate culture and furthers professional development of student affairs administrators through the contributions of NASPA members and friends.

Law and Public Policy Breakfast Briefing – Open to all conference participants, this briefing presents an excellent opportunity to hear from NASPA leadership on the latest public policy developments impacting student affairs and students.

New Faculty Lunch – Pre-registration is required. Open to full-time faculty members in student affairs graduate preparation programs.

NUFP – NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for traditionally underrepresented undergraduate students wishing to explore and better understand the field of student affairs and/or higher education.

Pre-Conference Workshops – These workshops are extended learning sessions that take place prior to the official opening of the conference. Participants need to register for these full- or half-day extended learning sessions.

Region – NASPA has seven regions, numbered I through VI (IV is divided into IV-East and IV-West). All states, Canadian provinces, and member countries are assigned to one of the regions. Much planning and professional development occurs at the regional level. For a map of the various regions, please see pg. 102.

Regional Reception – Attending this is a good opportunity to get to know others in your region. Regional Receptions take place on Monday, March 9, from 9:00 – 11:00 p.m. Check the Monday schedule for exact locations.

Session Formats – NASPA uses different terms to describe various types of gatherings. The following are the most common:

Ancillary program: A program that is not a content-based presentation for general attendance.

Institute: An intensive workshop or seminar on selected topics related to a particular area of the field.

Panel: A group of practitioners who discuss before an audience a topic or topics relating to their area of the field.

Roundtable: A meeting for deliberation on a particular topic, usually involving a limited number of participants.

Seminar: A meeting for sharing information. A seminar is usually informal and discussion-focused.

Summit: A meeting of high-level leaders, usually called to shape a program of action.

Symposium: A meeting at which several experts in the field deliver short addresses or papers on a topic or related topics.

Workshop: A brief intensive education program emphasizing interaction and exchange of information. Designed for a relatively small group of people, a workshop focuses on specific techniques and skills in a particular field.

Silent Auction – This fundraiser takes place in the exhibit hall and helps support research in the student affairs profession. You can bid on items ranging from travel to professional development speakers to university sports memorabilia.

Sponsored Programs – Each of the NASPA knowledge communities and divisions has the opportunity to sponsor programs at the conference that reflect their focus in student affairs. Each of the NASPA KCs and divisions has the opportunity to sponsor programs at the conference that reflect their focus in student affairs.

University/College Receptions – Colleges and universities with strong student affairs graduate preparation programs often hold socials for alumni and friends. These are open to all and are listed throughout the program.

Volunteers – NASPA could not survive without volunteers. If you would like to volunteer during the conference and have not already signed up, opportunities are still available by inquiring at the volunteer check-in table.

Voting Delegate – The voting delegate of NASPA is the most senior student affairs officer at a member institution.

Ethics GAME'S simulations strengthen campus communities!

BENEFITS:

Web-based simulations use real campus-life dilemmas
Practical and repeatable decision-making model
Easy to integrate into a syllabus for core business or ethics classes
Cost effective and easy to use

RESULTS:

Develops critical ethical thinking
Awakens ethical awareness and enhances ethical behavior
Cultivates problem solving skills
Builds awareness to the concerns of the larger community
Reinforces ability to communicate ethical decisions

Contact us at sales@ethicsgame.com, visit our web site at www.ethicsgame.com, or call 1-888-248-6974 for a free on-line demonstration of one of our simulations.

TREAT YOURSELF
Ethics GAME is looking forward to seeing you at the NASPA conference!
Stop by booth 118 and enter a drawing for a

\$200
Gift Certificate!



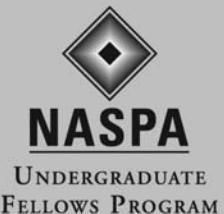
...we've taken the "ICK" out of "Ethics"™



NASPA Undergraduate Fellowship Program (NUFP)

www.naspa.org/programs/nufp

The NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for undergraduate students wanting to explore and understand the fields of student affairs and higher education.



NUFP is designed to increase the number of persons of ethnic-minority, persons with disabilities, and/or persons who identify as LGBT in student affairs and higher education.

Deadline to Apply: April 24, 2009



nufp@naspa.org



NASPA Student Success Series

The NASPA Student Success Series workshops are interactive and informative working institutes focused on the research and demographics of specific student populations. As student affairs educators, we must be prepared to think differently about our services to students based on the new research and changing demographics that will inform our practice.

Beyond the Model Minority Myth: Working with Today's Asian, Pacific Islander, and South Asian Students

APRIL 16 – 17, 2009

UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES, CALIFORNIA

Cooperating sponsors: Asian Pacific Islander KC;
USC Division of Student Affairs; USC Asian Pacific
American Student Services

This institute will de-construct and challenge the model minority myth through use of current research and programming. By critically analyzing the diverse identities within the category "Asian American," as well as discussing current immigration issues, mental health concerns, and affirmative action debates, administrators in attendance will walk away with increased knowledge about this often overlooked and underrepresented student population.

Bringing the Asterisks to the Forefront: Serving Indigenous and Native Students

APRIL 27 – 28, 2009

UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO

Cooperating sponsors: Indigenous Peoples KC;
UNM Division of Student Affairs
The number of Indigenous and Native students on a campus is often denoted by an asterisk because of the seemingly small enrollment numbers. The asterisk is not enough. Student affairs administrators must disaggregate the data; work with tribal communities and students to improve the services provided; and strengthen the pipeline for students entering higher education.

www.napsa.org/programs/ssss

Richard F. Stevens Institute

Director: Karen Pennington, Vice President for Student Affairs Montclair State University

The Art of Managing **THE UNMANAGEABLE**

Be rejuvenated and inspired to approach professional practice from new and different perspectives.

Reflect, share, and learn during NASPA's premier SSAO professional development institute.

This biennial institute provides a small collegial environment in which participants can explore and reflect on current and future challenges facing the field of student affairs and individuals in senior leadership positions.

Contact Stephanie Gordon @ 202.265.7500 ext. 1166 for more info

Provoke and be provoked.



July 11-16, 2009

Hyatt Regency
Lake Tahoe Resort

Incline Village, Nevada



CENTER FOR
STUDENT
STUDIES

Visit us at booth 218
in the Exhibit Hall

- Cutting-edge, population-specific, empirically grounded survey research services.
- Raise your assessment activities to match the quality standards of scientific research.
- Ongoing national studies:
 - *Multi-Institutional Study of Leadership:*
www.leadershipstudy.net
 - *National Study of Living-Learning Programs:*
www.livelearnstudy.net
 - *Healthy Minds Study:*
www.healthymindsstudy.net
 - *National Postdoc Experience Study:*
www.postdocexperience.net
- Currently enrolling schools for 2009 and 2010 data collections – early enrollment guarantees your place in the next study.



MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP



The National Study of
Living-Learning Programs



the National
POSTDOC
Experience Study



SURVEY
SCIENCES
GROUP

- The Center for Student Studies, a division
- of Survey Sciences Group, is a NASPA
- Strategic Partner and Conference Sponsor



NASPA
Student Affairs Administrators
in Higher Education

2009 Exhibitors

Exhibitors At-A-Glance

(As of January 14, 2009)

Exhibitors

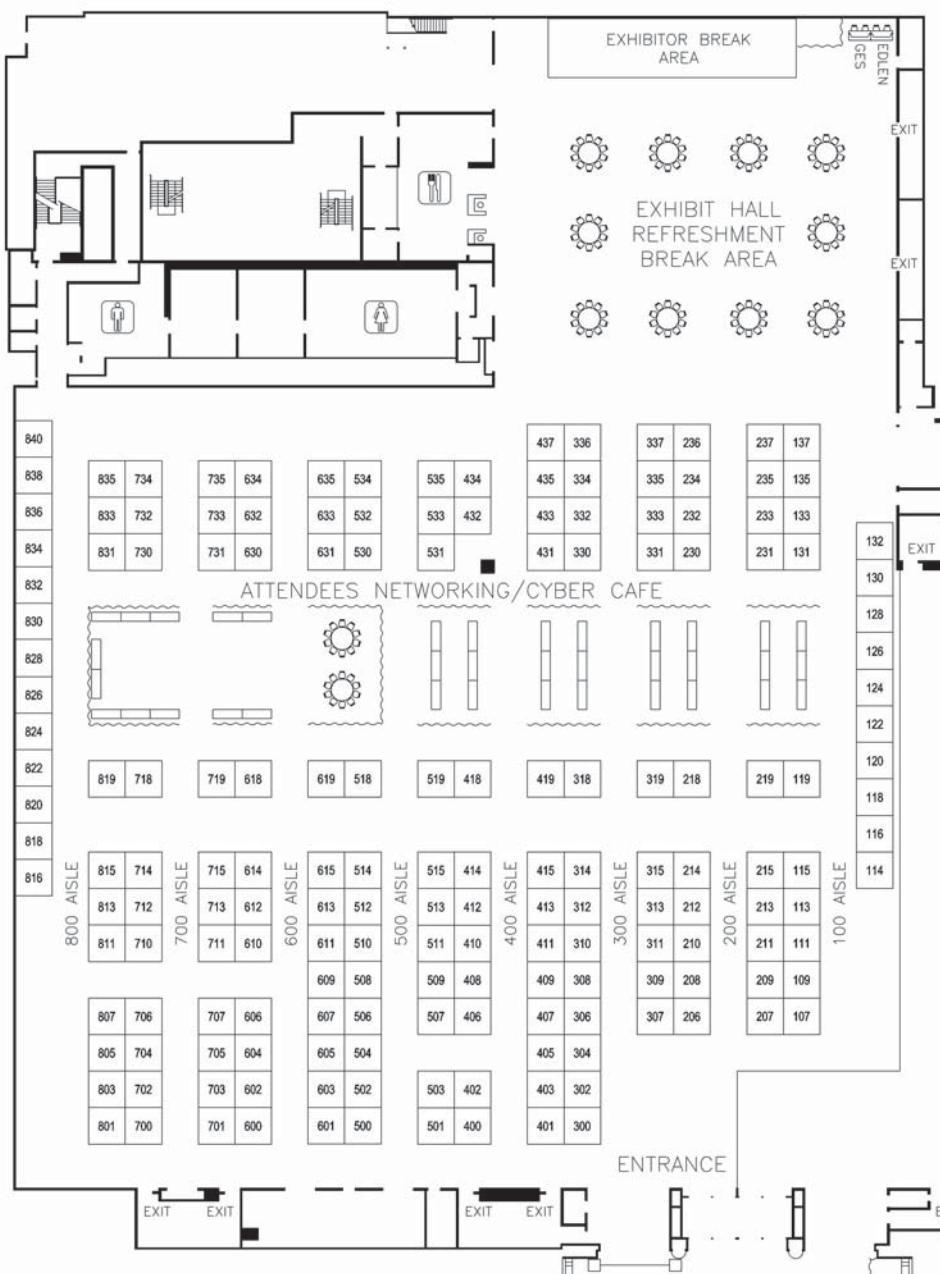
Booth No.	EXHIBITOR	Booth No.	EXHIBITOR
603	3rd Millennium Classrooms	330	Kognito Interactive
237	ACT, Inc.	613	L.A.M. ENTERPRISES, INC.
615	Adden Furniture, Inc.	210	Leadershape, Inc.
219	Aetna Student Health	606	Life Advantages
714	Allen & O'Hara Education Services, Inc.	124	Lifetopia Corp.
431	American Campus Communities	231	Maxient LLC
820	Apogee	211	Mid-American Greek Council Association and Western Region Greek Association
107	ARAMARK Higher Education	208	MyStudentBody/Inflexion, Inc.
336	Army National Guard	233	NaBITA (the National Behavioral Intervention Team Association)
826	ASI Campus Laundry Solutions	309	National Panhellenic Conference, Inc. (NPC)
405	AspergersHE	334	National Resource Center for the First Year Experience & Students in Transition
506	Association for Christians in Student Development	311	North-American Interfraternity Conference
212	Association of Fraternity Advisors	137	Nova Southeastern University
407	Blockhouse Furniture Co. Inc.	319	Novalys
406	BookWear®	828	Nuesoft Technologies
605	Brailsford & Dunlavy	213	Off Campus Partners
530	Butler Woodcrafters	508	On Campus Marketing (OCM)
602	CAMPUSPEAK	408	OrgSync, Inc.
312	CampusTshirt.com	300	Outside the Classroom
414	Capstone Development Corp	502	PaperClip Communications
830	CashCourse	532	Paul Loeb
333	CertifiedBackground.com	600	Pave Systems Inc.
111	Chapter Communications	232	Premera Blue Cross
400	Chartwells Higher Education Dining Services	509	Prevention Strategies, LLC
612	CollegiateLink	302	Public Identity
230	Columbia Basin College	437	Rave Wireless
819	Core Institute	630	Residential Management Systems (RMS)
816	Design Your Dorm	831	RT London
611	Digital Measures	432	SAGE Dining Services
504	Disabilities, Opportunities, Internetworking and Technology (DO-IT)	132	San Diego State University e-CHUG
515	Diverse: Issues In Higher Education	801	sanofi pasteur
318	Educational Benchmarking Inc (EBI)	214	School Datebooks
834	EducationDynamics	513	School Specialty Planning & Student Development
119	Eduventures	618	Semester at Sea/Institute for Shipboard Education
109	eRezLife Software Inc.	209	SJG-The Spelman & Johnson Group
510	Eric Dickerson Associates	413	Social Justice Training Institute
118	EthicsGame.com	307	Sodexo Education
707	FairChoice Systems	507	Sourcebooks, Inc.
215	Foliot Furniture	531	Southwest Contract
705	From Mom.com, Inc	122	Speak Out - The Institute for Democratic Education and Culture
614	Golden Key International Honour Society	500	Sprint
511	GradesFirst	811	Star School Items
818	GreatGiftsforSchools.com	114	StarRez, Inc.
619	Growing Leaders	308	Student Health 101
331	Hanbury Evans Wright Vlattas + Company	304	Student Voice
113	HazingPrevention.Org	403	StudentAffairs.com
409	HERFF JONES - The Record Programs	218	Survey Sciences Group, LLC
120	Hesselbein Global Academy for Student Leadership and Civic Engagement	337	Symplicity Corporation
116	Higher Education Research Institute	310	The BACCHUS Network
711	Highland Campus Health Group	610	The Chronicle of Higher Education
718	InsideTrack	535	The Date Safe Project LLC
314	Integra Furniture	512	The Gallup Organization
519	Interactive Collegiate Solutions	131	The New York Times
700	Jossey Bass, A Wiley Imprint		
822	KLN Steel Products Company, LLC		



Booth No.	EXHIBITOR
415	TodayCollegeTour.org
815	Transformations
719	Treanor Architects, P.A.
315	Turning Technologies, LLC
411	UCCS/WPC
313	UnitedHealthcare StudentResources
130	University Loft Company

Booth No.	EXHIBITOR
332	University of Nebraska-Lincoln
701	University Parent Media
731	University Press of America
207	USA Today
234	USI Affinity Collegiate Insurance Resources
434	Web Service Company

Exhibit Hall





2009 Exhibitors

(As of January 14, 2009)

Exhibitors

3rd Millennium Classrooms

Booth 603

6507 Grove Creek Drive, San Antonio, TX 78256

Phone: 210-497-8205 • Toll Free: 888-810-7990

Web Address: www.3rdmilclassrooms.com

The leader in value for online programs, personalized using the evidence-based e-CHUG feedback tool. Alcohol-Wise is the choice for first-year prevention and Under the Influence & Marijuana 101 are used in response to campus violations. We are committed to continuous program enhancements that are guided by the strongest evidence-based research.

ACT, Inc.

Booth 237

500 ACT Drive, Iowa City, IA 52243

Phone: 319-337-1726

Web Address: www.act.org

ACT, Inc. is an independent, not-for-profit organization providing over a hundred assessment, research, information, and program management services in areas of education planning, career planning, and workforce development. Designed to meet an array of needs, ACT programs and services have one mission – helping people achieve education and workplace success.

Adden Furniture, Inc.

Booth 615

26 Jackson Street, Lowell, MA 01852

Phone: 978-454-7848 • Toll Free: 800-625-3876

Web Address: www.addenfurniture.com

Manufacturer of solid hardwood and upholstered furniture specially designed and constructed to enhance as well as endure student living and learning environments.

Aetna Student Health

Booth 219

1 Charles Park, Cambridge, MA 02142

Phone: 617-218-8400

Web Address: www.aetnastudenthealth.com

Aetna Student Health, the nationwide leader in health insurance coverage for college students, provides a customized streamlined service model, including the award-winning Aetna Navigator® interactive website; customized member information; an expansive network of local and national providers; travel assistance services; pharmacy and disease management, dental; and sports benefits. www.aetnastudenthealth.com

Allen & O'Hara Education Services, Inc.

Booth 714

530 Oak Court Drive, Suite 300,

Memphis, TN 38117

Phone: 901-259-2528

Web Address: www.aoinc.com

Allen & O'Hara Education Services is a full service provider of privatized student housing solutions. We offer a wide range of services including development and construction management services as well as property management and residence life programming. We serve 51 universities in 21 states and currently manage over 34,000 beds.

American Campus Communities

Booth 431

805 Las Cimas Pkwy Suite 400, Austin, TX 78746

Phone: 512-732-1000

Web Address: www.studenthousing.com

American Campus Communities is one of the nation's largest developers, owners and managers of high-quality student housing communities. ACC has been awarded the development of more than 54 communities with more than 36,900 beds and currently manages 56 communities consisting of over 35,600 beds.

Apogee

Booth 820

715 W. 23rd, Austin, TX 78705

Phone: 512-478-8858, Ext 120

Web Address: www.apogeenet.net

Apogee is the leading provider of high speed residential networks (ResNet) in partnership with higher education communities across the country. Partnering with Apogee to provide ResNet services allows colleges and universities to enhance their network infrastructure, while offloading the growing volume of administrative responsibilities associated with managing a student network.

ARAMARK Higher Education

Booth 107

1101 Market St, Philadelphia, PA 19107

Phone: 215-238-3093

Web Address: www.aramarkhighereducation.com

ARAMARK Campus Services' world-class management service provides value to over 350 college and university partners. Our capabilities include residential and retail food management, convenience stores, catering and other services. ARAMARK Campus Services helps campuses center their efforts on their institutional mission, while meeting the changing needs of students. ARAMARK helps to create a fulfilling, enjoyable learning experience for the entire community.

Army National Guard

Booth 336

13 South Lakeshore Drive, Brookfield, CT 06804

Phone: 203-313-9034

ASI Campus Laundry Solutions

Booth 826

1755 Spaulding Rd., Dayton, OH 45432

Phone: 937-253-3171 • Toll Free: 888-274-9274

Web Address: www.asicampuslaundry.com

ASI Campus Laundry Solutions is the premier provider of laundry services to over 350 schools throughout the Nation. With 100 years of college laundry experience, ASI is the leader in card-operated systems, on-line monitoring technology, and high-efficiency equipment. Call ASI today for more information regarding our partner school programs.

AspergersHE

Booth 405

50 Griswold Dr, West Hartford, CT 06119

Phone: 860-978-8267

Web Address: <http://collegeautismspectrum.com>

College Autism Spectrum (CAS) is an independent organization of professionals who assist students with autism spectrum disorders, their colleges and their families. We also provide campuses and professionals with the training to work effectively with students on the spectrum and to understand their challenges as well as their talents.

Association for Christians in Student Development

Booth 506

414 North Meridian Street, Newberg, OR 97132

Phone: 503-554-2312

Web Address: www.acsd.org

The Association for Christians in Student Development (ACSD) exists to promote the integration of Christian principles within the professional practice of student affairs work and to provide resources, support and encouragement for those engaged in this integrative work.

Association of Fraternity Advisors

Booth 212

9640 N. Augusta Drive, Suite 433,

Carmel, IN 46032

Phone: 317-876-1632

Web Address: www.fraternityadvisers.org

The Association of Fraternity Advisors (AFA) is a 1,700+ member professional association that enhances members' ability to create fraternity and sorority experiences that positively affect students, institutions, and communities. Our vision is a unified fraternal movement and an increased recognition of the value of the fraternity and sorority experience.

**Blockhouse Furniture Co. Inc.****Booth 407**

3285 Farmtrail Road, York, PA 17406

Phone: 717-764-5555 • Toll Free: 800.346.1126

Web Address: www.blockhouse.com

Blockhouse Furniture Co is a forerunner in the design and manufacture of durable hardwood and finely upholstered furniture for over thirty years. Buying Blockhouse is more than just a purchase, it's an investment in quality, style and endurance. Our customers demand it...our reputation depends on it.

BookWear®**Booth 406**

9930 Honor Highway, Honor, MI 49640

Phone: 800-332-3131 • Toll Free: 800-332-3131

Web Address: www.bookwear.com

Recruit, Market and Fundraise. BookWear® delivers your message in a novel way that's not forgotten. Your graphics and text are on the "book" cover. Inside is a compressed T-shirt (or other gift) with your logo. The surprise gift and your message are remembered. Mail BookWear® like a postcard.

Brailsford & Dunlavy**Booth 605**1140 Connecticut Ave., NW, Suite 400,
Washington, DC 20036

Phone: 202-289-4455

Web Address: www.facilityplanners.com

B&D is a facility planning and program management firm that helps clients develop quality of life facilities including student, faculty, and staff housing; student athletics and recreation facilities; student unions; campus edge developments; and assembly facilities. As a result, B&D serves as catalysts for building community.

Butler Woodcrafters**Booth 530**

569-B Southlake Blvd, Richmond, VA 23236

Phone: 804-897-3400

Toll Free: 877-852-0784

Web Address: www.butlerwoodcrafters.com

Butler Woodcrafters assists colleges in creating warm attractive student homes and public areas. With a great selection of fully upholstered seating, wood seating and bedroom options, Butler Woodcrafters has a wide range of solutions.

CAMPUSPEAK**Booth 602**

P.O. Box 440560, Aurora, CO 80044

Phone: 303-745-5545

Web Address: www.campuspeak.com

CAMPUSPEAK is the nation's leading agency providing educational speakers, workshops and educational resources to college campuses and organizations. Learn more at www.campuspeak.com.

CampusTshirt.com**Booth 312**

646 Saw Mill River Rd., Yonkers, NY 10710

Phone: 800-387-4150 • Toll Free: 800-387-4150

Web Address: www.campustshirt.com

CampusTshirt.com specializes in screen-printed and embroidered garments for your students and staff. We've worked with over 900 Colleges and Universities during the past 15 years. Our mission is to bring the best in quality and service to our customers across the country. Ask About Sponsoring your campuswide events!

Capstone Development Corp**Booth 414**

431 Office Park Drive, Birmingham, AL 35223

Phone: 205-414-6400

Web Address: www.capstonocompanies.com

Capstone Development Corp. is focused on the development and management of student housing nationwide. In 1994, we formed an on-campus division, we have now partnered with over fifty colleges or universities to develop over 30,000 beds of on-campus housing.

CashCourse**Booth 830**5299 DTC Blvd Suite 1300, Greenwood Village,
CO 80111

Phone: 303-224-3536

Web Address: www.nefe.org

CashCourse is a free online resource that provides unbiased, noncommercial financial education information that universities can offer to their students. CashCourse was created by the National Endowment for Financial Education® (NEFE®), a nonprofit foundation dedicated to educating Americans about personal finances. Learn more at www.CashCourse.org, or stop by booth 830.

CertifiedBackground.com**Booth 333**

361 N. Front St., Wilmington, NC 28402

Phone: 888-723-4263, Ext 7191

Web Address: www.certifiedbackground.com

CertifiedBackground.com, a division of Castle Branch Inc., is a background screening provider that allows applicants to order and/or pay for their own background checks and drug tests.

Chapter Communications**Booth 111**

108 Hessel Blvd. Suite 201, Champaign, IL 61820

Phone: 530-852-7813

Toll Free: 800.895.6024

Web Address: www.chaptercommunications.com

Chapter Communications provides secure communication tools for any student organization. By utilizing our services your organizations will have a professional looking website as well as tools that will help them stay organized: Calendars; Message Boards; Files system; Custom Forms; Member Management system.

Chartwells Higher Education Dining Services**Booth 400**

3 International Drive, Rye Brook, NY 10573

Phone: 914-935-5384

Web Address: www.eatlearnlive.com

The Chartwells Promise: Nourishing students is not only our business; it is our commitment to the communities in which we serve. Chartwells is a diverse family of dedicated food and nutrition specialists serving the academic community. We deliver customized solutions that benefit our partners through innovative programs.

CollegiateLink**Booth 612**

1698 Massachusetts Ave, Cambridge, MA 02138

Phone: 617-250-7055 • Toll Free: 877 733.8335

Web Address: <http://collegiatelink.net>

Visit our booth to learn about SA LINK, the premier online system for co-curricular program tracking and assessment! We provide an online community that facilitates student involvement and engagement while eliminating paperwork for Student Activities, Service Learning, and other departments. SA LINK is also a comprehensive solution for co-curricular transcripts.

Columbia Basin College**Booth 230**

2600 N. 20th Ave., Pasco, WA 99301

Phone: 509-542-4885

Core Institute**Booth 819**Southern Illinois University,
374 East Grand Avenue, Carbondale, IL 62901

Phone: 618-453-4420

Web Address: www.siuc.edu/~coreinst

The standard surveys offered by the Core Institute quantify and document college students' attitudes, perceptions, and opinions about alcohol and drugs. The surveys also measure use and consequences of use. The Core Institute will assist clients with all aspects of data collection including customized survey instruments and data analysis.

Design Your Dorm**Booth 816**

10519 Lauriston Ave., Los Angeles, CA 90064

Phone: 310-573-3676

Web Address: www.CollegeRoomCreator.com

CollegeRoomCreator.com provides a unique 3D web-based design tool, allowing incoming college freshmen to view and customize their Residential Life assigned room while establishing roommate relationships prior to arriving at college.



Exhibitors

Digital Measures

Booth 611

PO Box 511760, Milwaukee, WI 53202
Phone: 866-348-5677 • Toll Free: 8663485677

Web Address: <http://digitalmeasures.com>

With Digital Measures, your students manage portfolios of their employment/internships, coursework including their assignments and reflections, assessment work products, attendance at campus events, and other evidence of student engagement. Upon entering this, they can prepare resumes, vitae, lists of references; your campus can run all reports needed on the information.

Disabilities, Opportunities, Internetworking and Technology (DO-IT)

Booth 504

P.O. BOX 354842, Seattle, WA 98095
Phone: 206-685-3648

Web Address: www.washington.edu/doit

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

Diverse: Issues In Higher Education

Booth 515

10520 Warwick Avenue Suite B8,
Fairfax, VA 22030
Phone: 703-385-2981 • Toll Free: 800-783-3199

Web Address: www.diverseeducation.com

Diverse: Issues In Higher Education reports the news, information and statistical research related to higher education from a diversity perspective. Focusing on topics such as technology, finance, recruitment and retention. Diverse also hosts the most comprehensive diversity recruitment website in higher education at Diversejobs.net.

Educational Benchmarking Inc (EBI)

Booth 318

1630 West Elfindale Street,
Springfield, MO 65807
Phone: 417-429-0081

Web Address: www.webebi.com

Educational Benchmarking (EBI) is focused on the improvement of the college experience. We offer over fifty nationally benchmarked assessments that enable schools to identify which key areas will have the greatest impact on overall improvement. Our new MAP-Works process facilitates and enriches interactions between your institution and your first-year students.

EducationDynamics

Booth 834

111 River Street Suite 1201, Hoboken, NJ 07030
Phone: 201-377-3300

Web Address: www.educationdynamics.com/services/enrollment-retention

EducationDynamics' Enrollment and Retention Services provides some of the only online enrollment and retention management programs in higher education. They are designed to engage, monitor and ensure continuous engagement through the enrollment process and beyond. To learn more, visit www.educationdynamics.com/services/enrollment-retention.

Eduventures

Booth 119

Prudential Tower, 9th Floor,
800 Boylston Street, Boston, MA 02199

Phone: 617-426-5622

Web Address: www.eduventures.com

eRezLife Software Inc.

Booth 109

125 David Drive, Ottawa, ON, K2G 2N6

Phone: 613-680-1450

Web Address: www.erezlife.com

Visit us at Booth 109. Our 20+ years of Student Affairs experience has allowed us to create our customizable eRezLife Software system. Together, we personally customize your ideal web-based system to meet your specific needs, unique workflows, and budget. Implement the system that truly meets your needs today and tomorrow.

Eric Dickerson Associates

Booth 510

Riverwalk Corporate Centre,
333 E. Carson Street, Suite 317,
Pittsburgh, PA 15143

Phone: 412-779-8800

Web Address: www.erickdickersonassociates.com

Eric Dickerson Associates provides educational training to students seeking a stronger financial foundation and to educational institutions looking to invest in the future of their graduates. Through engaging programs, Eric Dickerson Associates creates a sense of empowerment through sound financial training with a human return of financially knowledgeable students.

EthicsGame.com

Booth 118

2186 S. Holly Street St. 206, Denver, CO 80222

Phone: 888-248-6974, Ext 2

Toll Free: 888.248-6974

Web Address: www.ethicsgame.com

EthicsGame web-based ethical decision making simulations challenge students to role-play through real-world dilemmas such as dorm life issues, plagiarism, cheating, and substance abuse while learning a practical and repeatable decision model. Current users rave about our innovative pedagogy along with the engaging, interactive student learning experience.

FairChoice Systems

Booth 707

25 Washington St., Brooklyn, NY 11201

Phone: 646-485-0890, Ext 808

Web Address: www.fairchoicesystems.com

Foliot Furniture

Booth 215

721 Roland-Godard Blvd., St. Jerome, QC J7Y 4C1, CANADA

Phone: 450-565-6659, Ext 231

Toll Free: 877-565-6659

Web Address: www.foliot.com

Fine and durable furniture dedicated to serving North American college and university market. Foliot Furniture combines the timeless beauty of solid wood with the lasting resilience of engineered wood. We continually seeks new environmental products and our current casegoods are available in Nu Green panels, FSC certified product.

From Mom.com, Inc

Booth 705

PO Box 249, Genoa, IL 60135

Phone: 815-784-2399 • Toll Free: 877-666-2968

Web Address: www.from-mom.com

From Mom.com, Inc. packs and ships care packages directly to college students across the nation. The care packages contain a personalized note and hip, trendy food items that are not the typical vending machine junk food. Stop by and see why our fundraising program is better than the rest.

Golden Key International Honour Society

Booth 614

621 North Ave NE, Suite C-100,
Atlanta, GA 30308

Phone: 678-420-6722 • Toll Free: 800-377-2401

Web Address: www.goldenkey.org

An academic honor society which recognizes and encourages scholastic achievement among university students from all academic disciplines. Since 1977, the Society has grown an international presence at over 365 colleges and universities in seven countries: Australia, Canada, Malaysia, New Zealand, South Africa, the United Arab Emirates and United States.

GradesFirst

Booth 511

4035 Bent River Lane, Birmingham, AL 35216

Phone: 205-222-4763

Web Address: www.GradesFirst.info

GradesFirst is a Student Performance Monitoring System that facilitates improved student success and retention. Early alert, tutor management, appointment scheduling, and class attendance are just a few of the items we track for you so you can identify and engage students early within the semester. Identify. Engage. Retain.

**GreatGiftsforSchools.com****Booth 818***1000 Peachtree Ind Blvd, Suite 6-165,**Suwanee, GA 30024**Phone: 678-482-2910**Web Address: www.GreatGiftsforSchools.com*

We're the branded gift consultants trusted by over 800 educational institutions. We offer volume-discounted internet pricing - but with family-owned company service! We have a decade of experience specializing in schools and support numerous educational associations. Visit us to discover what's new and is working on hundreds of other campuses.

Growing Leaders**Booth 619***3550 Corporate Way, Suite C, Duluth, GA 30096**Phone: 770-495-3332**Web Address: www.growingleaders.com*

Growing Leaders, Inc. partners with schools to help them improve their leadership development programming, and nurture a leadership culture on campus. Growing Leaders provides relevant resources such as books, DVDs, on-line courses, assessments, on-campus equipping events, electronic subscriptions, and training kits for staff / students. Find us at: www.GrowingLeaders.com.

Hanbury Evans Wright Vlattas + Company**Booth 331***120 Atlantic Street, Norfolk, VA 23510**Phone: 757-321-9600**Web Address: www.hewv.com*

HEWV is a national leader in the field of planning and design on the American campus, having worked with more than 90 colleges and universities across the United States, in Mexico and abroad. The firm of 80+ professionals provides services in architecture, planning, historic preservation, landscape architecture, and interior design.

HazingPrevention.Org**Booth 113***PO Box 440470, Aurora, CO 80044**Phone: 303-325-7831**Web Address: www.hazingprevention.org*

HazingPrevention.Org is a non-profit 501 (c) (3) organization whose mission is to empower individuals - through collaboration and education - to expect and create groups that value human dignity. Our goal is to encourage healthy and productive experiences for new members of teams, student organizations and fraternities and sororities.

HERFF JONES - The Record Programs**Booth 409***2525 Midpoint Drive,**Edwardsville, KS 66111-8800**Phone: 913-422-2410**Web Address: www.herffjones.com/thefreshmanrecord*

The New Student Record is a beautifully printed and bound book that connects your freshman and their parents with your campus and community.

Hesselbein Global Academy for Student Leadership and Civic Engagement**Booth 120***University of Pittsburgh, 738 William Pitt Union,
3959 Fifth Avenue, Pittsburgh, PA 15260**Phone: 412-624-5203**Web Address: www.hesselbeinacademy.pitt.edu*

The Hesselbein Global Academy for Student Leadership and Civic Engagement aims to produce a cadre of experienced, ethical leaders who will be prepared to address the most critical national and international issues and to advance positive social and economic initiatives throughout the world.

Higher Education Research Institute**Booth 116***3005 Moore Hall, Box 951521,**Los Angeles, CA 90095-1521**Phone: 310-825-1925**Web Address: www.heri.ucla.edu*

The Cooperative Institutional Research Program (CIRP) is the nation's largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and 12 million students. Administered by UCLA's Higher Education Research Institute, CIRP consists of the Freshman Survey, Your First College Year Survey, and the College Senior Survey.

Highland Campus Health Group**Booth 711***1 Village Drive, Century Plaza, Suite 300,**Abilene, TX 79606**Phone: 214-267-2525**Web Address: www.hchealthgroup.com*

Highland Campus Health Group helps college health centers generate significant incremental revenue and reduces the cost of healthcare for students. Our zero-upfront-cost turnkey solution includes insurance billing and collections, physician and nurse practitioner credentialing, managed care contract negotiation, coding and compliance training, student and parent marketing, IT interfacing and more.

InsideTrack**Booth 718***703 Market Street, 20th Floor,**San Francisco, CA 94103**Phone: 415-243-4440**Web Address: www.insidetrack.com*

InsideTrack promotes student engagement, persistence and success through personalized student coaching services. Our professional coaches work directly with incoming students to produce measurable increases in retention, enrollment, revenue and graduation rates. InsideTrack has provided coaching services to more than 75,000 students with student retention improvements between 10-15%. www.insidetrack.com

Integra Furniture**Booth 314***PO Box M, Walworth, WI 53184**Phone: 800-235-0234 • Toll Free: 800-235-0234**Web Address: www.integraseating.com*

Integra's seating and tables are specifically designed to withstand the high-use requirements of student environments, such as residence halls, lounges, unions, libraries & dining areas. Modular design allows for replaceable components which is more cost effective and sustainable. Innovative products include tablet arms tested to hold 300 lbs.

Interactive Collegiate Solutions**Booth 519***1418 Texas Avenue, Lubbock, TX 79424**Phone: 806-698-1408**Web Address: www.icsmg.com*

Providing hosted, web based software solutions for the university to manage all of the registered student organizations.

Jossey Bass, A Wiley Imprint**Booth 700***989 Market Street, San Francisco, CA 94103**Phone: 415-782-3211**Web Address: www.josseybass.com, www.wiley.com/wiley-blackwell*

Jossey-Bass, an imprint of Wiley, provides professionals in the higher education community with leading edge books, training materials and periodicals. Our Internet site can be accessed at www.josseybass.com. Announcing the publication of The Handbook of Student Affairs Administration 3e, sponsored by NASPA.



Exhibitors

KLN Steel Products Company, LLC

Booth 822

P.O. Box 34690, San Antonio, TX 78265-4690

Phone: 210-227-4747

Toll Free: 800-624-9101

Web Address: www.kln.com

KLN Furniture is a San Antonio, Texas, based firm supplying high quality, innovative furniture for university and college residence life facilities. KLN's integration of engineering, sales, production, and project management and environmental responsibility result in a high level of quality control and commitment to customer satisfaction.

Kognito Interactive

Booth 330

150 West 28 Street, New York, NY 10001

Phone: 212-675-9234

Web Address: www.kognito.com

Kognito and MHA of NYC have developed At-Risk, an online training simulation to teach faculty and staff how to identify, approach, and refer students in mental distress. In the simulation, users learn by engaging in conversations with virtual characters that possess their own memory and emotions. View demo at www.kognito.com/atrisk.

L.A.M. ENTERPRISES, INC.

Booth 613

513 Acorn St., Deer Park, NY 11729

Phone: 631-254-6600

L.A.M provides printed and promotional products for colleges and universities. Some of our most popular products are as follows: Express Check Out Envelopes, the patented CardBook cardholder, Campus Maps, Goofy Pens, and Jumbo Carabiners. L.A.M has a comprehensive graphic arts department to assist you with all of your graphics and design needs. We have over 500,000 promotional products available!

Leadershape, Inc.

Booth 210

1802 Fox Drive, Suite D, Champaign, IL 61820

Phone: 217-351-6200

Toll Free: 800-988-LEAD

Web Address: www.leadershape.org

LeaderShape's vision is to improve society by inspiring, developing, and supporting more young people to lead with integrity. Since 1986, more than 30,000 participants have graduated from The LeaderShape Institute. This highly interactive and energizing program provides the tools for individuals to experience a breakthrough in their leadership performance.

Life Advantages

Booth 606

2716 Edgewater Ct., Weston, FL 33332

Phone: 954-349-8280

Web Address: www.lifeadvantages.com

Life Advantages provides online resources that help people prepare and deal with life's daily emotional issues. Our resources are all best-in-class and are very user friendly. We serve several million users and over 20,000 companies. We are currently evaluating what resources would best serve the needs of the college student marketplace.

Lifetopia Corp.

Booth 124

598 Broadway, 9th Floor, New York, NY 10012

Phone: 646-264-0726

Web Address: www.lifetopia.com

Lifetopia Roommates allows students to self-select compatible roommates from a secure web-based community. Lifetopia Housing centralizes a housing department's entire available inventory into a single on-line marketplace, reducing vacancy and leveraging visibility for the schools available housing.

Maxient LLC

Booth 231

102A Sunset Avenue, Charlottesville, VA 22903

Phone: 434-295-1748

Web Address: www.maxient.com

As the nation's foremost provider of student conduct administration software, Maxient offers a one-stop, completely customizable, web-based solution that fits your budget. Extensive features, 24/7 support, and our unparalleled blend of technology-savvy staff with hands-on experience in student affairs makes Maxient the ideal choice for all your student conduct needs.

Mid-American Greek Council Association and Western Region Greek Association

Booth 211

3308 Snowbrush Court, Fort Collins, CO 80521

Phone: 970-988-1675

Web Address: www.mgca.org

The Mid-American Greek Council Association and Western Region Greek Association exist to stimulate the growth and development of college Fraternity/Sorority Councils by promoting leadership and educational experiences for student leaders at colleges and universities. Programming is targeted for councils and chapters, Greek Advisors, National Staff/Volunteers and graduate students.

MyStudentBody/Inflexxion, Inc.

Booth 208

Inflexxion320 Needham St. - Suite 100,

Newton, MA 02464

Phone: 617-332-6028, Ext 236

Web Address: www.mystudentbody.com

MyStudentBody, an innovative online college health program, is geared to a dual audience. MyStudentBody addresses both the health risks facing college students and the administrative concerns of campus professionals. MyStudentBody contains interactive features such as an integrated risk and behavior assessment and tailored content customized by the student.

NaBITA (the National Behavioral Intervention Team Association)

Booth 233

20 Callery Way, Malvern, PA 19355

Phone: 610-993-0229

Web Address: www.nabita.org

National Panhellenic Conference, Inc. (NPC)

Booth 309

8777 Purdue Road, Suite 117,
Indianapolis, IN 46268

Phone: 317-872-3185

Web Address: www.npcwomen.org

NPC provides support to its 26 member organizations as they enhance the development of collegiate women by ensuring they achieve high levels of academic performance and learn essential leadership and life skills. NPC provides a platform of leadership for the 3.9+ million alumnae and collegians who contribute to society lifelong.

National Resource Center for the First Year Experience & Students in Transition

Booth 334

1728 College Street, University of South Carolina, Columbia, SC 29208

Phone: 803-777-6225

Web Address: www.sc.edu/fye

The stated mission of the National Center for The First-Year Experience and Students in Transition is to support and advance efforts to improve student learning and transitions into and through higher education. This is accomplished through organizing and implementing professional development opportunities, publications, research, and resources.



North-American Interfraternity Conference

Booth 311

3901 West 86th Street, Suite 390,
Indianapolis, IN 46268

Phone: 317-872-1112

Web Address: www.nicindy.org

The NIC seeks to advocate for, collaborate with, and educate those associated with the fraternity movement. NIC's membership consists of 72 International and National Fraternities with chapters on 800+ campuses worldwide. More information can be found about the NIC at our web site at www.nicindy.org.

Nova Southeastern University

Booth 137

3301 College Avenue, Fort Lauderdale, FL 33312

Phone: 954-262-3000

Toll Free: 1-800-262-7978

Web Address: <http://shss.nova.edu>

Located on a beautiful 300-acre campus in Fort Lauderdale, NSU has more than 26,000 students and is the 6th largest independent institution nationally. NSU offers a M.S. in College Student Affairs, a M.S. and Ph.D. in Conflict Analysis and Resolution online or on campus. Visit our website <http://shss.nova.edu> or 800-262-7978.

Novalsys

Booth 319

40 W 4th Street - Suite 502
New York, NY 10012

Phone: 646-797-3161

Web Address: www.novalsys.com

Novalsys offers new generation community portals fostering collaboration between students, alumni, registered organizations and academic departments. We developed innovative web technologies to design highly interactive and easy-to-use products: eCampusGroups, eStudentLife and eAlumniAffairs. We look forward to meeting with you at NASPA!

Nuesoft Technologies

Booth 828

1685 Terrell Mill Rd, Marietta, GA 30067

Phone: 678-307-1140

Toll Free: 800-401-7422

Web Address: www.nuesoftxpress.com

Nuesoft Xpress is a division of Nuesoft Technologies. Established in 1993, Nuesoft created the original software program for college health centers. Currently, the company has an established U.S. customer base, serving more than 5,700 medical providers across 49 states, and houses and maintains more than 1.5 million student records.

Off Campus Partners

Booth 213

P.O. Box 5664, Charlottesville, VA 22905

Phone: 434-817-0721

Toll Free: 877-895-1234

Web Address: www.offcampuspartners.com

Off-Campus Partners operates off-campus housing listing services for colleges and universities with a unique partnership model. By partnering with OCP, universities can provide a valuable service to students at no up-front cost to the institution while generating revenue.

On Campus Marketing (OCM)

Booth 508

3 Graphics Drive, W. Trenton, NJ 08628

Phone: 609-771-0005

On Campus Marketing is the leading fundraising service program provider to university student organizations. Our Residence Hall Linens, Care Package Programs, DiplomaDisplay and other programs, assist groups in providing valuable services to their students and parents, while raising organizational funds.

OrgSync, Inc.

Booth 408

9501 Castle Pines, Austin, TX 78717

Phone: 512-238-8533

Toll Free: 866-ORG-SYNC

Web Address: www.OrgSync.com

OrgSync's vision is to combine next generation software with premium customer service, so that we can build long-term relationships, guarantee customers' satisfaction and revolutionize society's online communities. OrgSync helps organizations by equipping them with the tools necessary to improve communication, member management and networking, all from one safe hosted platform.

Outside The Classroom

Booth 300

250 First AvenueSuite 201, Needham, MA 02494

Phone: 781-726-6677

Toll Free: 877-338-5001

Web Address: www.outsidetheclassroom.com

The leader in online prevention, Outside The Classroom is focused on tackling epidemic-level health issues by delivering programs/services designed for population-level applications. The company's programs, including AlcoholEdu?, SexualAssaultEduTM, and MentalHealthEduTM, provide personalized approaches, helping students make safer, healthier decisions and reducing the risk associated with these critical behavioral health issues.

PaperClip Communications

Booth 502

125 Paterson AvenueSuite 4, Little Falls, NJ 07424

Phone: 973-256-1333

Toll Free: 866-295-0505

Web Address: www.paper-clip.com

PaperClip is the place for student life resources, including newsletters, online innovations, training kits, planners, workbooks, programming and leadership tools, newswires, seminars, binders, brochures, audio conferences and more! Founded in 1994, we're staffed by student affairs folks who know and care about the field, serving thousands of institutions worldwide.

Paul Loeb

Booth 532

3232 41st Ave SW, Seattle, WA 98116

Phone: 206-935-9132

Web Address: www.paulloeb.org

Paul Loeb wrote the award winning books *The Impossible Will Take a Little While*, *Generation at the Crossroads*, and *Soul of a Citizen*. He speaks on civic engagement at colleges and conference nationwide, initiated Campus Compact's 2008 election engagement project, and is a NASPA featured speaker March 10, 10:30-11:45 a.m.

Pave Systems Inc.

Booth 600

800 E. Campbell Road, Suite 250,
Richardson, TX 75081

Phone: 972-907-2221

Web Address: www.pavesystems.com

Pave Systems is the trusted leader delivering judicial and student safety solutions to higher education nationwide.

Premera Blue Cross

Booth 232

172 Bechtel Rd, Collegeville, PA 19426

Phone: 610-489-6100

Premera Blue Cross, with over 1.4 million members and a provider network of 20,000 healthcare professionals and 100 hospitals, is Washington State's leading insurance provider. We're here. We're with you.

Prevention Strategies, LLC

Booth 509

Gateway University Research Park,
5900 Summit Avenue,
Browns Summit, NC 27214

Phone: 336-334-4501

Web Address: www.preventionstrategies.com

Prevention Strategies, LLC is committed to developing cost-effective, evidence-based programs to maximize health outcomes for young people. College Alc is a program designed to reduce college student drinking and myPlaybook is designed specifically for college athletes. Both have published effectiveness and were developed with funding from NIH.



Exhibitors

Public Identity

Booth 302

1220 S. Boyle Avenue, Los Angeles, CA 90023

Phone: 323-266-1360

Web Address: www.publicidentity.com

publicidentity provides a spectrum of promotional products which enhance our clients' competitive presence & brand image. We work to cultivate long-lasting client relationships with our product selection, creative input, easy and efficient ordering, and expedient product delivery.

Rave Wireless

Booth 437

*141 West 28th Street, 9th Floor
New York, NY 10001*

Phone: 212-671-1196

Web Address: www.ravewireless.com

Rave Wireless is the leading provider of safety applications for mobile users. Rave builds, sells and supports the award-winning Rave Alert, Rave Guardian and Rave Transit products that deliver the only complete mobile safety solution with inbound and outbound emergency alerting, personal mobile alarm service, and shuttle bus tracker.

Residential Management Systems (RMS)

Booth 630

9131 Anson Way, Suite 301, Raleigh, NC 27615

Phone: 919-845-9004

Web Address: www.rms-inc.com

RMS is a completely web based housing management system, including conference and event management, property and off campus housing management, judicial and self serve student web, integrated with portal environments for the campus. RMS has over 160 sites around the world.

RT London

Booth 831

*1642 Broadway Avenue NW,
Grand Rapids, MI 49504*

Phone: 616-364-4800 • Toll Free: 877-613-2012

Web Address: www.rtlondon.com

With innovative design, ingenious flexibility, and outstanding durability, RT London's extensive collection of modular casegoods, seating and tables is the smart choice for residence halls. Made in America, all RT London products stand up to rigorous use and are backed by our 25-year warranty. We are custom product specialists!

SAGE Dining Services

Booth 432

222 Bosley Ave, Ste B7, Towson, MD 21204

Phone: 410-339-3950

Web Address: www.sagedining.com

SAGE Dining Services is the premiere provider of exceptional dining services and gourmet catering to discerning private colleges.

San Diego State University e-CHUG

Booth 132

*5500 Campanile Drive,
San Diego, CA 92182-4730*

Phone: 619-594-5220

Web Address: www.e-CHUG.com

e-CHUG and e-TOKE are online intervention tools developed at San Diego State University. Grounded in theory and research, the interventions motivate students to reduce their use of alcohol and marijuana. Six controlled studies demonstrate significant reductions in alcohol use among students completing the e-CHUG. NASPA and e-CHUG/e-TOKE are strategic partners.

sanofi pasteur

Booth 801

Discovery Drive, Swiftwater, PA 18370

Phone: 570-957-3473 • Toll Free: 800-vaccine

Web Address: www.sanofipasteur.us

Sanofi Pasteur Inc., the vaccines division of sanofi aventis Group, provides pediatric, adult, and travel vaccines for diseases such as diphtheria, tetanus, pertussis, polio, Haemophilus influenzae type b, influenza, rabies, Japanese encephalitis, typhoid fever, yellow fever, and meningococcal disease. To learn more about our products, visit our exhibit.

School Datebooks

Booth 214

*2880 U.S. Hwy 231 South, Suite 200,
Lafayette, IN 47909*

Phone: 765-471-8883 • Toll Free: 800.705.7526

Web Address: www.schooldatebooks.com

School Datebooks creates fully customized datebooks. From our PolyFusion™ covers to formatted handbooks to events listed on the day, our standard custom creations are unmatched. All this is backed up by the best customer service in the school market. Find out today why we are simply the best!

School Specialty Planning & Student Development

Booth 513

2000 Kentucky Street, Bellingham, WA 98229

Phone: 360-756-5513

Web Address: www.premier.us/he

Semester at Sea/Institute for Shipboard Education

Booth 618

P.O. Box 400885, Charlottesville, VA 22904

Phone: 800-854-0195

Toll Free: 800-854-0195

Web Address: www.semesteratsea.org

Semester at Sea adds a global semester to a student's undergraduate experience. Our itineraries take students to the four corners of the world. The University of Virginia is the academic sponsor of Semester at Sea. Since 1963, more than 45,000 students have studied abroad on 95 Semester at Sea voyages.

SJG-The Spelman & Johnson Group

Booth 209

3 Chapman Avenue, Easthampton, MA 01027

Phone: 413-529-2895

Web Address: www.spelmanandjohnson.com

SJG – THE SPELMAN & JOHNSON GROUP is an executive search firm exclusively serving institutions of higher education. Since 1991, nearly 400 institutions have relied upon SJG for search assistance to fill leadership positions in student affairs, enrollment, academic affairs, financial administration, and advancement.

Social Justice Training Institute

Booth 413

146 Shea Avenue, Belchertown, MA 01007

Phone: 413-537-8012

Web Address: www.sjti.org

The Social Justice Training Institute provides top quality professional development and student training sessions, as well as consultation to colleges and universities to create more inclusive, socially just campus environments for all students, staff, and faculty.

Sodexo Education

Booth 307

283 Cranes Roost Blvd, Suite 260,

Altamonte Springs, FL 32701

Phone: 407-339-3230

Web Address: www.sodexousa.com

Sodexo is the world's leading provider of campus facilities management and dining services. Providing innovative solutions that support your institutional mission and student aspirations.

Sodexo --- Making every day a better day.

Sourcebooks, Inc.

Booth 507

1935 Brookdale Road, Suite 139,

Naperville, IL 60563

Phone: 630-961-3900, Ext233

Web Address: www.sourcebooks.com



Exhibitors

Southwest Contract Booth 531

17 Professional Dr., Temple, TX 76504
Phone: 254-742-0061

Web Address: www.swcontract.com

Complete furniture supplier for residence halls, suites and apartments.

Speak Out - The Institute for Democratic Education and Culture

Booth 122

PO Box 99096, Emeryville, CA 94662

Phone: 510-601-0182

Web Address: www.SpeakOutNow.org

Speak Out is a non-profit organization that promotes progressive voices on campuses nationwide, working with 200 speakers and artists who represent the breadth of social movements as well as critically-acclaimed exhibits and films which inform and empower young people to take action for positive social change.

Sprint

Booth 500

5020 Riverside Drive, Irving, TX 75039

Phone: 972-405-3100

Web Address: www.sprint.com/education

Sprint offers campus wireless solutions that enhance student safety and improve both community and communication between the institutions students, faculty and administrators. Sprint is widely recognized for developing, engineering and deploying innovative technologies, including wireless networks serving more than 53.1 million customers. For more information, visit www.sprint.com/education.

Star School Items

Booth 811

1911 Glacier Park Ave, Naperville, IL, 60540

Phone: 630-369-7630, Ext229

Toll Free: 800.323.0089

Web Address: www.starschoolitems.com

Student Planners! Star produces the highest quality student planners in the industry. Star's student planners are fully custom. Four color front/back (inside & outside) covers, Custom week and month calendars with events. We have the best sales team in the industry. Give us a try, everybody else is!

StarRez, Inc.

Booth 114

5340 S. Quebec Street, Ste. 250-S,
Greenwood Village, CO 80111

Phone: 303-996-6022

Web Address: www.starrez.com

StarRez is the world leader in housing, conference, and judicial software with over 15 years experience and more than 240 clients worldwide. StarRez offers the most robust, mature, and easy-to-use housing and conference software solution on the market providing best-in-class solutions across all housing functions.

Student Health 101 Booth 308

144 Turnpike Road, Suite 240,
Southboro, MA 01772
Phone: 866-636-8336 • Toll Free: 866-636-8336

Web Address: www.studenthealth101.com

Student Health 101 publishes Student Health 101 Newsletter, the monthly newsletter for students and their parents. Each issue features accurate health and wellness news for students, helping them to understand the consequences of their decisions. Students are engaged in topics drinking, staying healthy, substance abuse, sexual responsibility, and more.

Student Voice

Booth 304

50 Fountain Plaza, Suite 1350, Buffalo, NY 14202
Phone: 716-652-9400

The StudentVoice program allows campuses to easily gather and organize the information needed to enhance programs and document student learning in student affairs. StudentVoice member campuses have unlimited access to assessment resources, technologies and consulting for efficient planning, improvement and accreditation efforts.

StudentAffairs.com

Booth 403

41 Crossroads Plaza #221,
West Hartford, CT 06117
Phone: 888-757-1997

Web Address: www.StudentAffairs.com

StudentAffairs.com, the Internet resource for college and university administrators, contains the most accessed job posting Web site, with over 460 institutions posting thousands of openings each year. The site also offers online professional development workshops, online residence life training modules, student affairs blogs and other Internet resources.

Survey Sciences Group, LLC

Booth 218

220 East Huron Street, Suite 440,
Ann Arbor, MI 48104
Phone: 734-527-2150

Web Address: www.studentstudies.net

Center for Student Studies (CSS), a division of Survey Sciences Group, LLC (SSG), offers survey research solutions for higher-education research studies. CSS is an industry leader in student-related research, committed to providing reliable data that improves the quality of life for students of all ages.

Symplicity Corporation Booth 337

1560 Wilson Boulevard, Suite 550,
Arlington, VA 22209
Phone: 703-351-0200

Web Address: www.symplicity.com

Symplicity has developed and deployed web based software to manage student affairs processes including judicial affairs, campus activities and student groups, study abroad, new student orientation, and career services at over 600 colleges and universities.

The BACCHUS Network

Booth 310

PO Box 100430, Denver, CO 80250-0430
Phone: 303-871-0901

Web Address: www.bacchusnetwork.org

The BACCHUS Network™ is a university and community based national network focusing on comprehensive health and safety initiatives. This non-profit organization promotes student, campus and communitywide leadership on healthy and safe lifestyle decisions concerning alcohol abuse, tobacco use, illegal drug use, unhealthy sexual practices and other high-risk behaviors.

The Chronicle of Higher Education

Booth 610

1255 Twenty-Third Street, N.W., 7th Floor,
Washington, DC 20037
Phone: 202-466-1744

Web Address: <http://chronicle.com>

The Chronicle of Higher Education is the No. 1 source for news, commentary, and jobs for college and university administrators and faculty members. To sign up for our free e-mail newsletters or job services, or to learn more about how to recruit the best candidates to your institution, visit Chronicle.com.

The Date Safe Project LLC

Booth 535

PO Box 20906, Greenfield, WI 53220
Phone: 800-329-9390

Web Address: www.canikissyou.com

Through interactive programs and thought-provoking materials, discover how to get your students to obtain verbal consent; intervene when peers are about to mix alcohol and sex; and how to open the door of support for sexual assault survivors. Visit Rita in our booth today! Begin the change at www.DateSafeProject.org.



Exhibitors

The Gallup Organization

Booth 512

1001 Gallup Drive, Omaha, NE 68102
Phone: 952-838-0206 • Toll Free: 800-426.0725

Web Address: www.strengthsquest.com

70 plus years of Gallup research into human nature and behavior can help your campus realize its goals in teaching and growing lifelong learners and tomorrow's leaders. Gallup's unique strengths-based development program, StrengthsQuest, has touched the lives of 400,000 students on over 600 campuses.

The New York Times

Booth 131

620 Eighth Avenue, New York, NY 10018

Phone: 888-698-2655

Toll Free: 888-NYT-COLL

Web Address: www.nytimes.com/college

The New York Times Knowledge Network was created to assist educators with one of the most diverse, in-depth and informative resources available-The New York Times. Think of the nation's most honored newspaper as a textbook that's updated daily, with new ideas on every page and class discussions in each headline.

TodayCollegeTour.org

Booth 415

198 Judah Street, San Francisco, CA 94122

Phone: 813-451-4295

Web Address: www.todaycollegetour.org

Today College Tour (501c3) presents the first-ever fully customizable Ultimate Reality Show to target the preemption of tragedy on campuses nationwide. Today College Tour provides a groundbreaking combination of professional on-campus and online peer collaboration programming, culminating in productions of the acclaimed "today" production, performed by your students.

Transformations

Booth 815

PO Box 309, Harlan, IN 46743

Phone: 800-440-9337, Ext205

Web Address: <http://trfurniture.com>

Transformations manufactures high quality, upholstered furniture with the unique features and benefits of "renewability". By utilizing a patented system, our furniture can be disassembled/reassembled with no tools or special skills, and the fabric can be removed and replaced.

Treanor Architects, P.A.

Booth 719

110 McDonald Drive, Suite 192,

Lawrence, KS 66044

Phone: 785-842-4858

Web Address: www.treanorarchitects.com

Treanor Architects has been creating environments for students' personal, social and academic success since 1981. They have programmed or designed 130 student life projects on 65 college campuses. A member of the US Green Building Council since 2004, Treanor currently has 14 student life facilities registered to achieve LEED certification.

Turning Technologies, LLC

Booth 315

255 W. Federal street, Youngstown, OH 44503

Phone: 330-746-3015

Toll Free: 866-746-3015

Web Address: www.turningtechnologies.com

Student Response System -- Gather valuable student data and feedback instantly - add Turning Technologies' interactive response technology to your next student affairs presentation or meeting. Poll in ANY environment or format and transform presentations and meetings into powerful data collection tools. Includes our Award-winning software, TurningPoint®.

UCCS/WPC

Booth 411

3400 E Harrison St., Seattle, WA 98112

Phone: 206-326-7731

Web Address: www.uccs.edu/wpc

WPC provides a forum for critical discussions about white privilege/supremacy and oppression. WPC is a challenging, empowering and educational experience. The workshops, keynotes and institutes are engaging, informative and practical/useful. WPC is about challenging the society in which we live and working to dismantle systems of privilege and oppression.

UnitedHealthcare Student Resources

Booth 313

805 Executive Center Dr. W., # 220,

St. Petersburg, FL 33702

Phone: 800-237-0903, Ext6285

Web Address: www.uhcsr.com

UnitedHealthcare StudentResources provides customized health plans and full administration for students – both domestic and international – at hundreds of college and universities nationwide. Our seamless implementation process supports you and your students every step of the way. Visit our site, www.uhcsr.com, to learn more about how we can serve your students.

University Loft Company

Booth 130

2588 Jannetides Blvd., Greenfield, IN 46140

Phone: 317-866-5638 • Toll Free: 800-423-5638

Web Address: www.universityloft.com

University Loft Company specializes in space efficient, durable furniture. Our innovative product designs create flexibility and are made with 100% solid wood that will turn your facility into a warm residence for students. We are very competitive in price and offer complete installation services.

University of Nebraska-Lincoln

Booth 332

900 N 22nd Street, Lincoln, NE 68588-8500

Phone: 402-472-9199

Toll Free: (866) 700-4747

Web Address: <http://independentstudy.unl.edu/>

The University of Nebraska-Lincoln provides online and distance learning opportunities worldwide for high school, undergraduate and graduate level students, whether your students are seeking a degree or just a few credits. Partner with us to help your students meet program entrance requirements, alleviate scheduling conflicts and achieve their educational goals.

University Parent Media

Booth 701

929 Pearl St.Ste. 200, Boulder, CO, 80302

Phone: 866-721-1357

Toll Free: (866) 721-1357

Web Address: www.universityparent.com/universities.html

University Parent Media (UPM) helps parents and family members feel comfortable and well informed about the university and the local community. We offer multiple parent outreach communication tools: parent guides, handbooks, e-newsletters and Web sites. Please contact Amy Travis at (866) 721-1357 or amy@universityparent.com for more information.

University Press of America

Booth 731

4501 Forbes Blvd, Suite 200, Lanham, MD 20706

Phone: 800-462-6420

Web Address: www.univpress.com

Publishing Across Academic Disciplines Since 1975, UPA maintains its reputation as a respected publisher for the academic community. UPA also provides an important resource for organizations to disseminate their research. UPA is proud of its copublishing program, collaborating with nonprofit organizations and research institutions.

**USA Today****Booth 207**

7950 Jones Branch Drive, 8th Floor,
McLean, VA 22108

Phone: 703-854-6370

Web Address: www.usatodaycollege.com

The Collegiate Readership Program provides students with access to an assortment of newspapers delivered each weekday to displays conveniently located on campus. The program is designed to promote civic engagement, media literacy, and global awareness on campus by exposing students to the news in their living, learning, and community spaces.

USI Affinity Collegiate Insurance Resources**Booth 234**

172 Bechtel Rd, Collegeville, PA 19426

Phone: 800-322-9901

Web Address:

www.collegiateinsuranceresources.com

With nearly 400 college and university clients, Collegiate Insurance Resources (CIR) is the nation's leading provider of insurance programs for higher education professionals. CIR serves the needs of our clients, not the carriers. We work in partnership with national carriers to create customized benefits programs for the student health industry.

Web Service Company**Booth 434**

1983 Alpine Way, Hayward, CA 94545

Phone: 510-427-4833

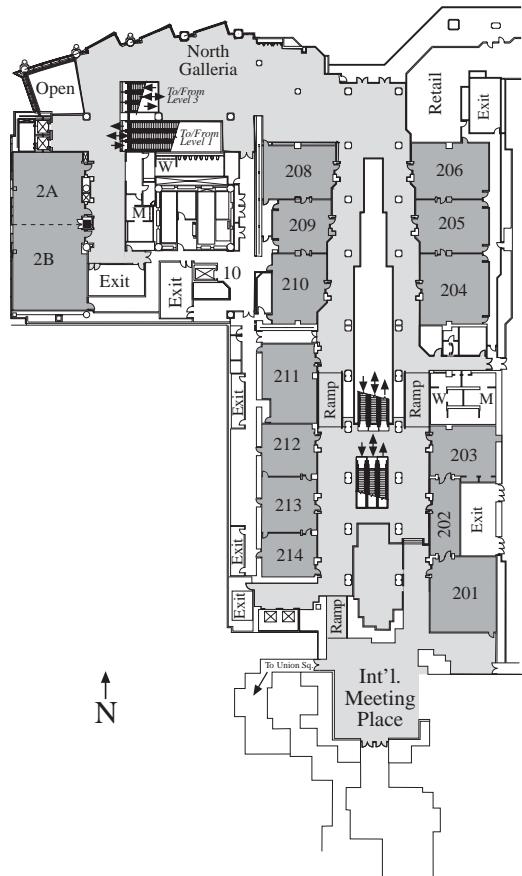
Web Address: www.weblaundry.com

Web Service Company is the leading provider of laundry services to colleges, universities, and multi-family housing in California, Nevada, and Hawaii. Our dedication to superior service, quality products, and technological advances in our industry make us a top choice for your institution's laundry needs.

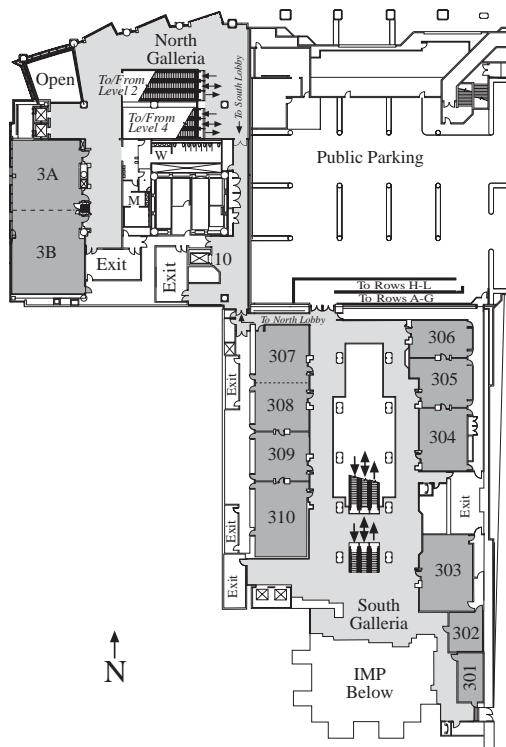
Floor Plans/Maps

Convention Center

Level 2

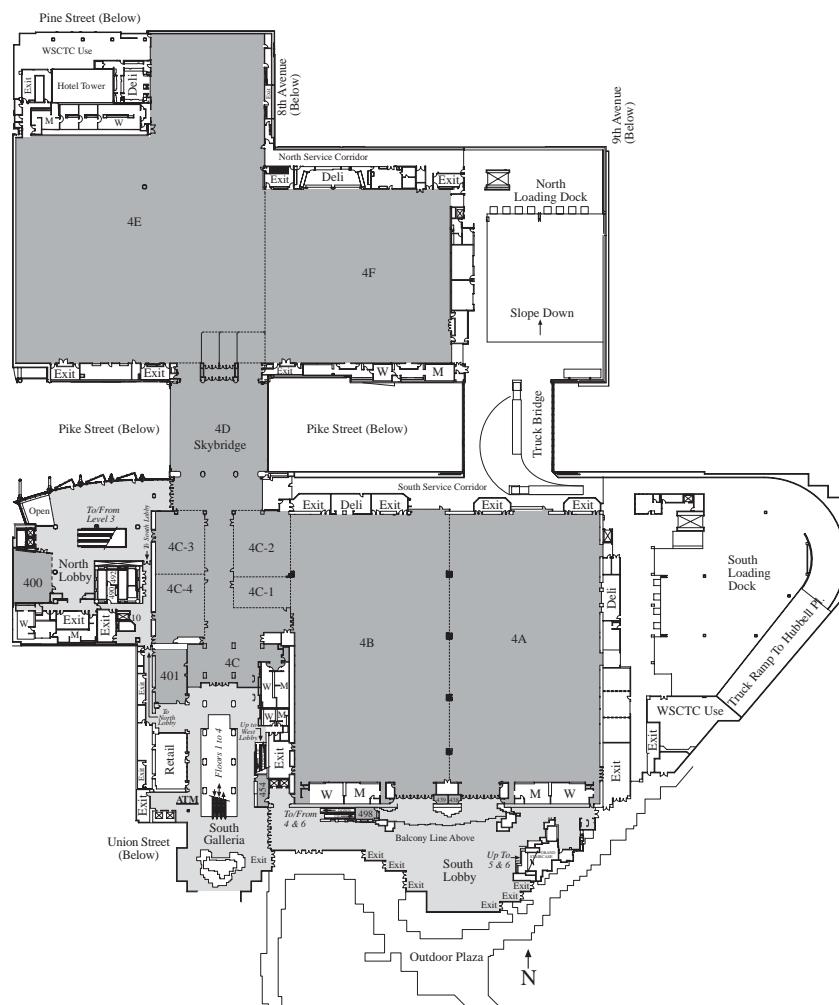


Level 3

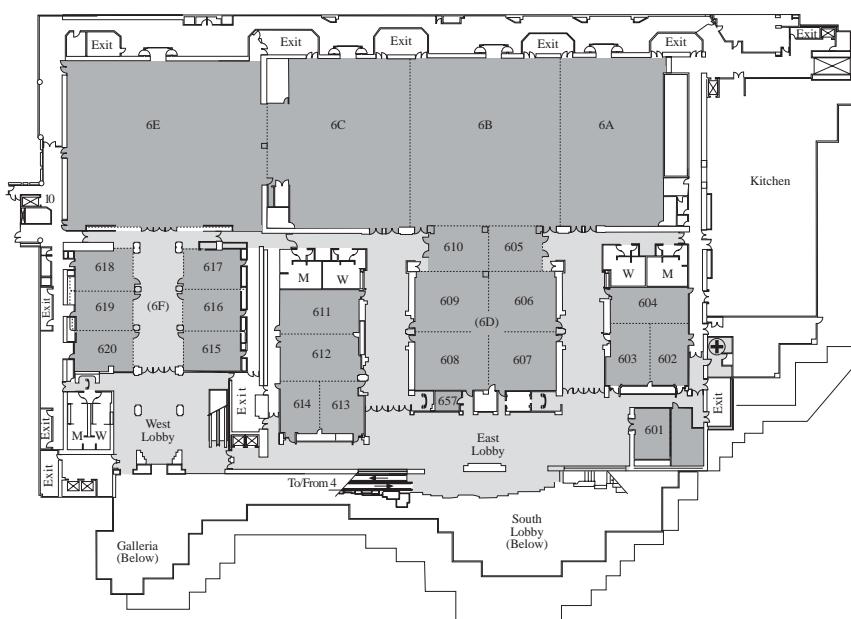


Convention Center

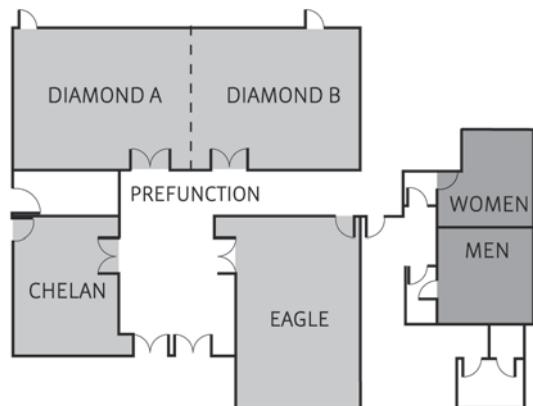
Level 4



Level 6

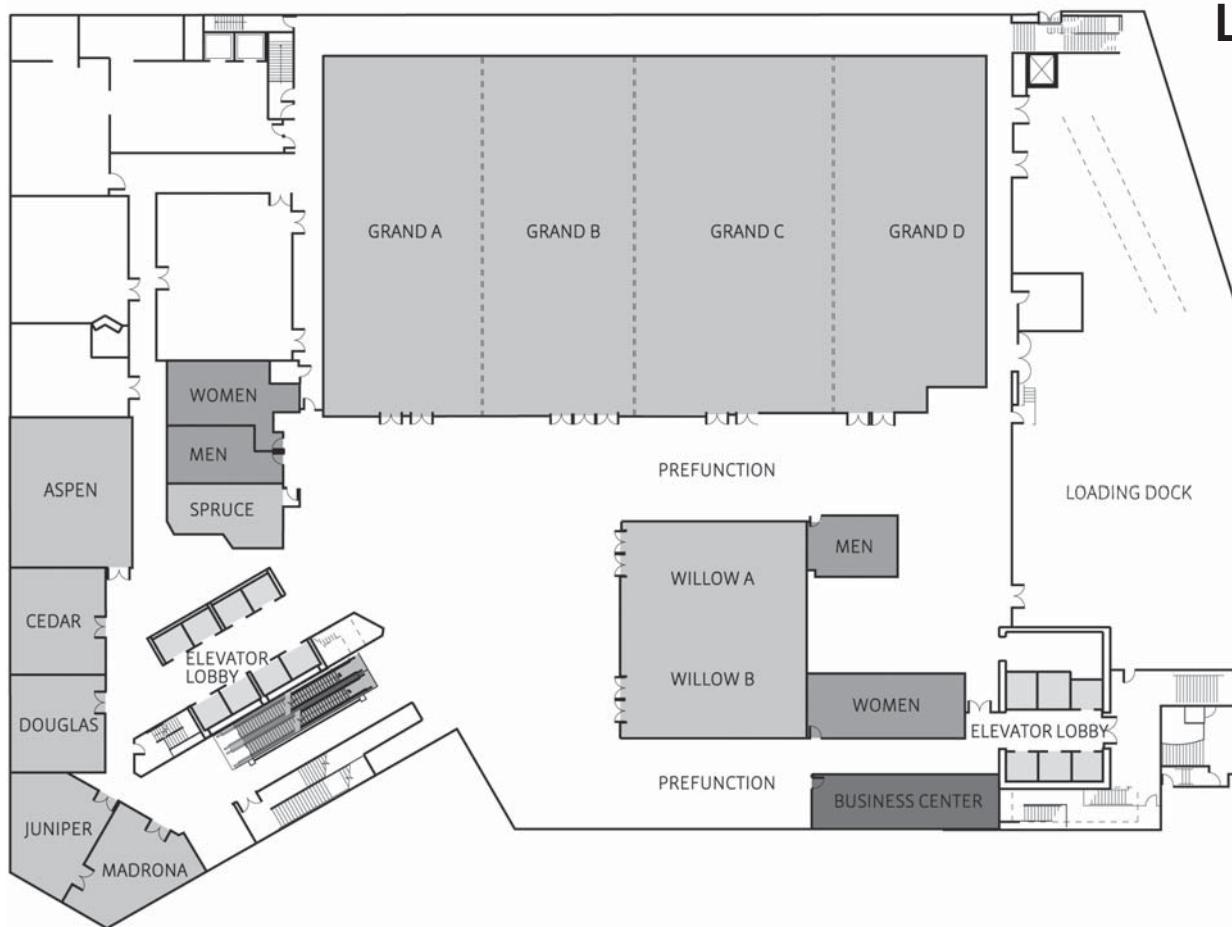


Sheraton Seattle Hotel



Level 1

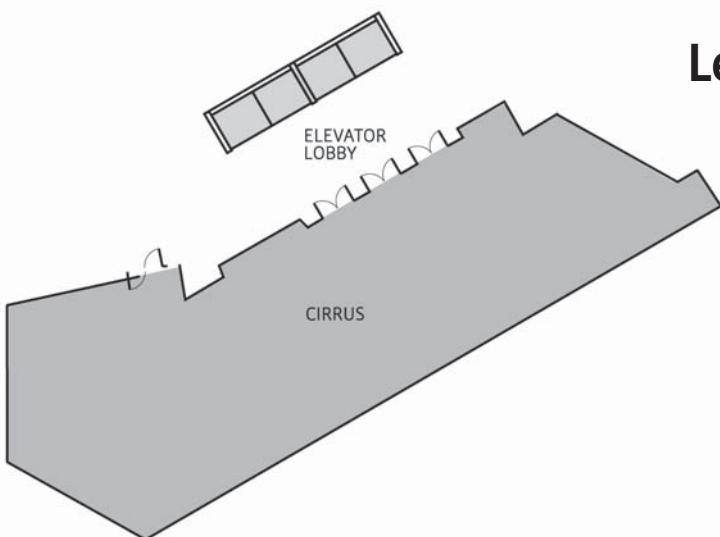
MEETING ROOMS
RESTROOMS
ELEVATORS
ESCALATORS
BUSINESS CENTER



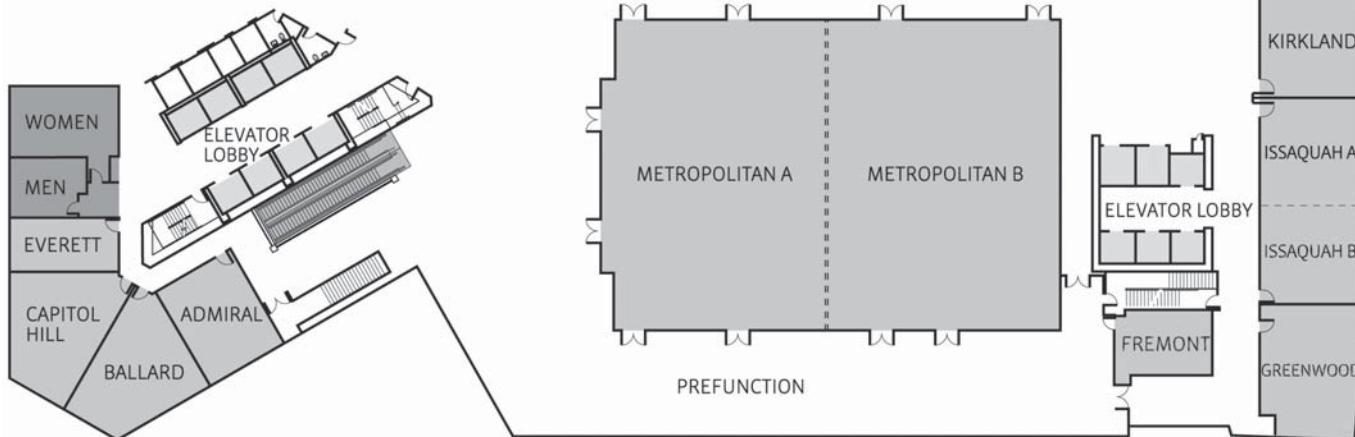
Level 2

Sheraton Seattle Hotel

Level 35



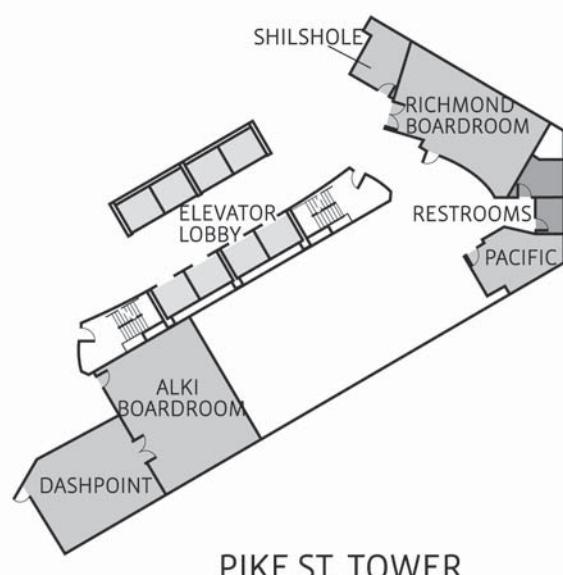
Level 3



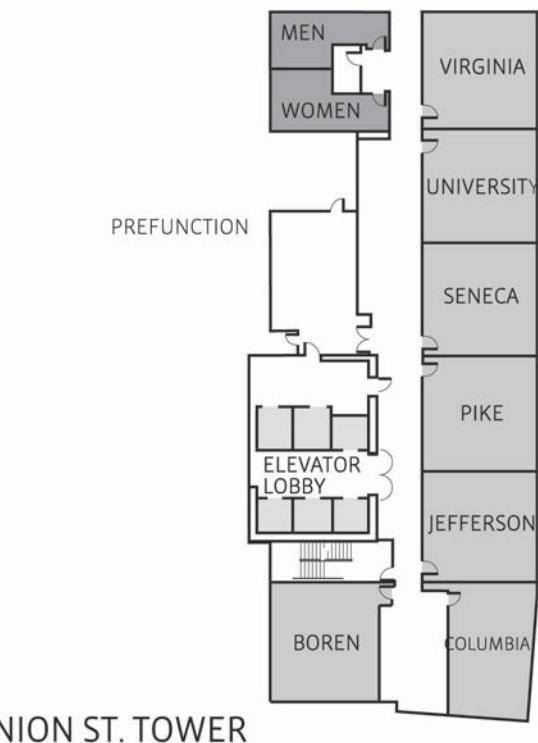


Sheraton Seattle Hotel

Level 4



PIKE ST. TOWER

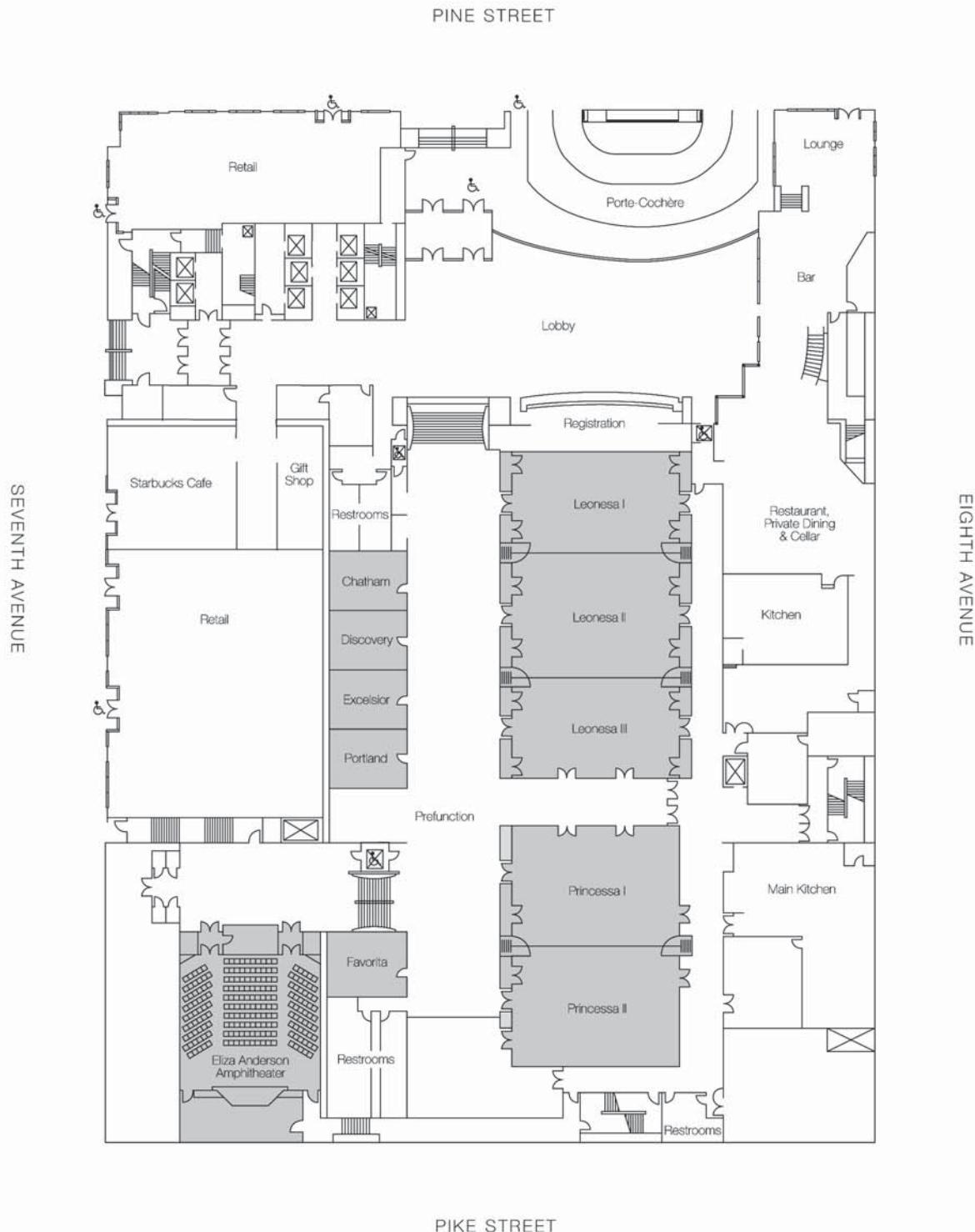


UNION ST. TOWER



Grand Hyatt Seattle

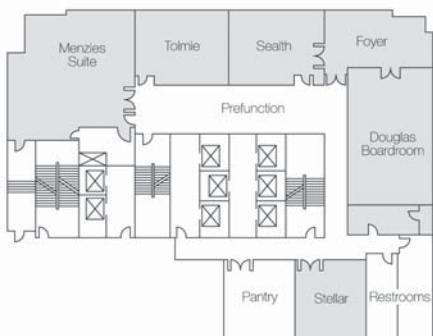
First Floor



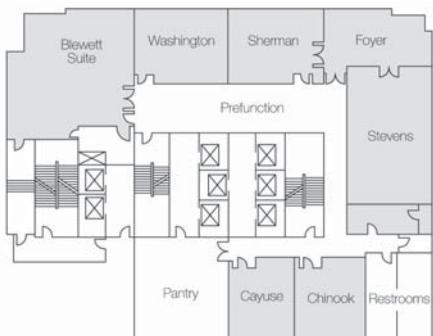


Grand Hyatt Seattle

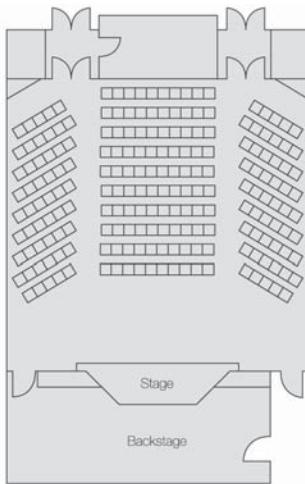
Sixth Floor



Seventh Floor



Eliza Anderson Amphitheater



MEETINGS TECHNOLOGY

- built-in video-conferencing systems
- high-resolution rear-projection displays in board rooms and theater
- multi-line telephones
- single-point audio/video control systems
- gigabit Ethernet/Internet access

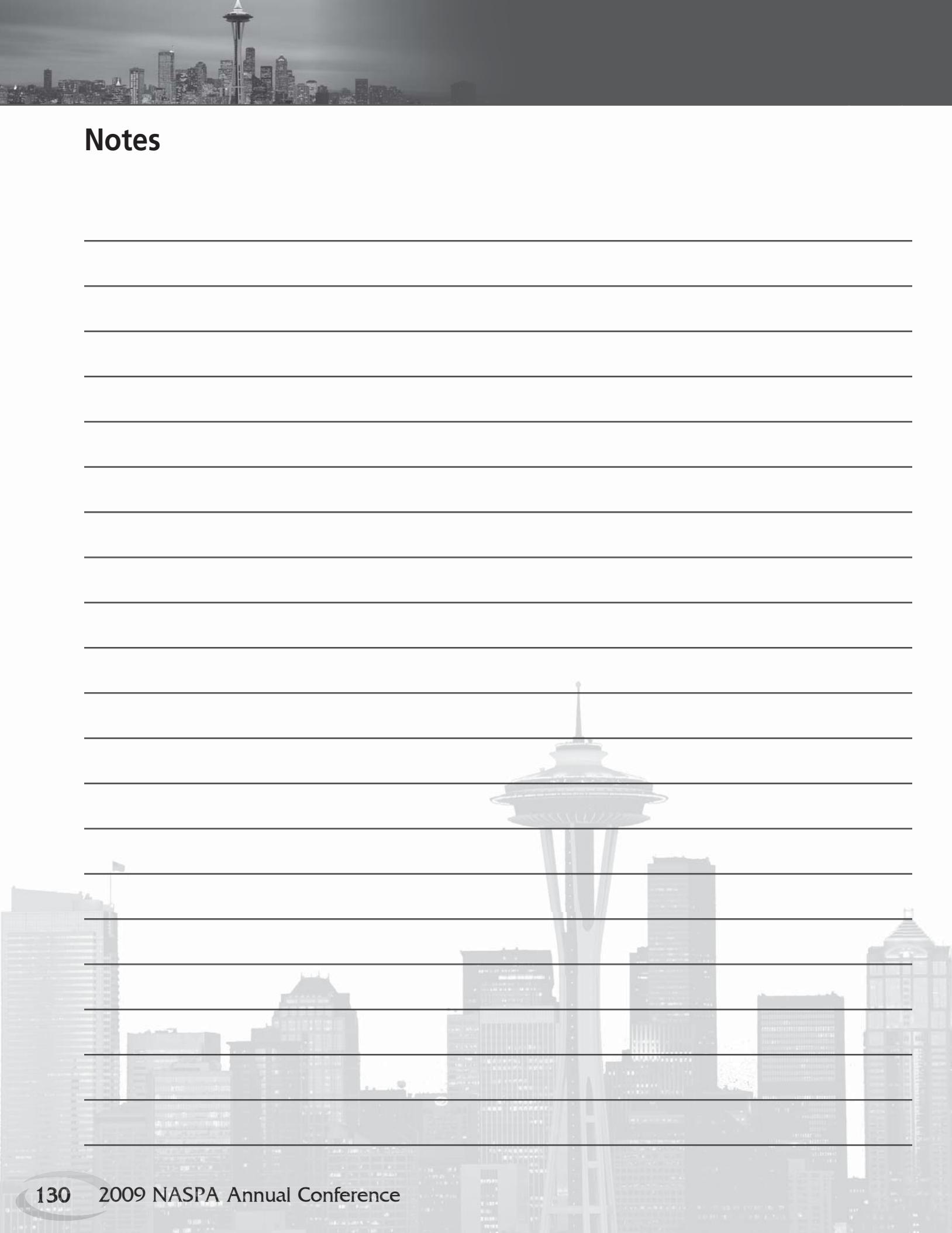
THEATER TECHNOLOGY

- 12-foot rear-projection video screen at 1024 x 768
- Ethernet connections at each seat
- single-point audio/video control system
- recording, broadcast and digitizing services for all events
- Observation room

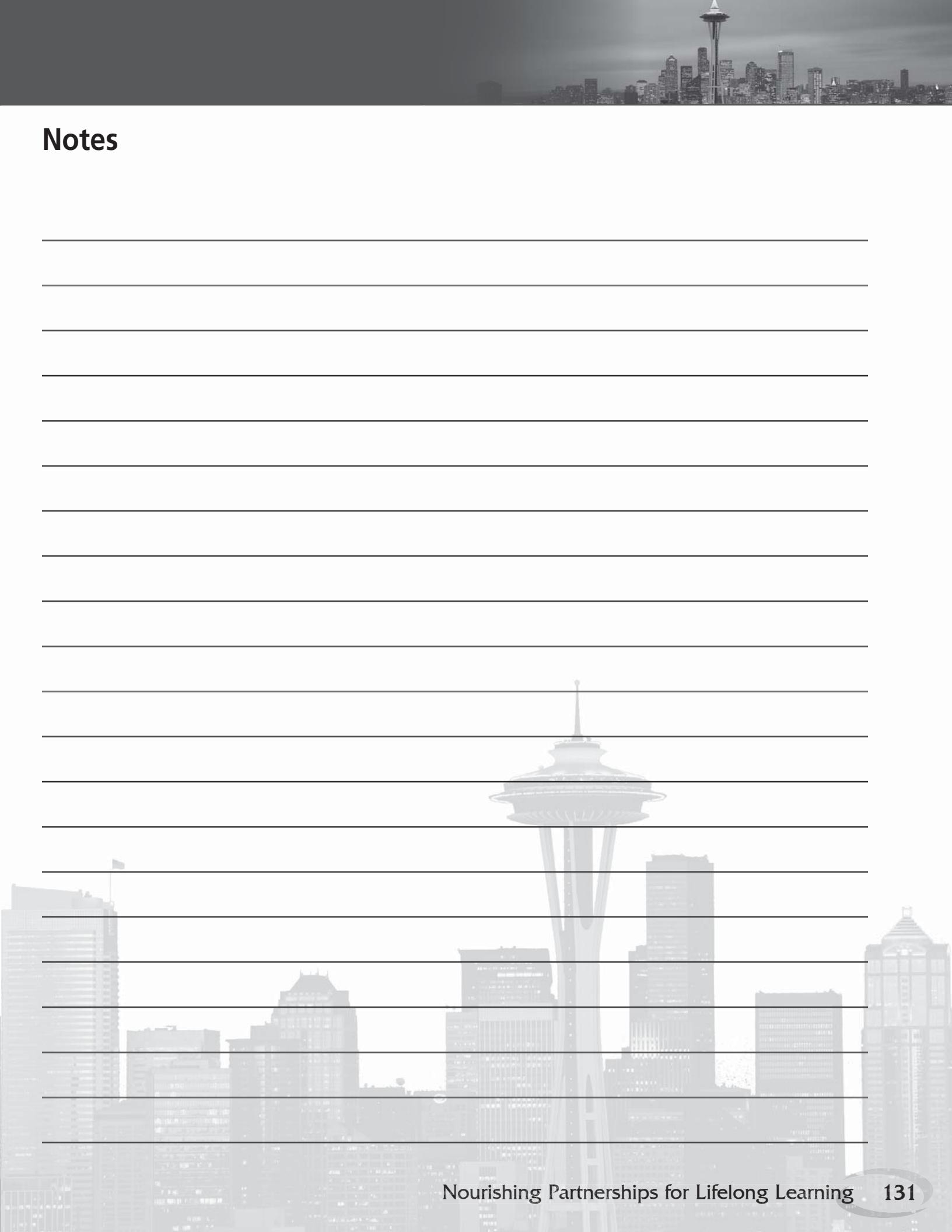
GUEST ROOM TECHNOLOGY

- complimentary high speed internet
- online concierge for ticket and restaurant reservations and events
- in-room e-mail
- Internet and Extranet access
- access to event schedules

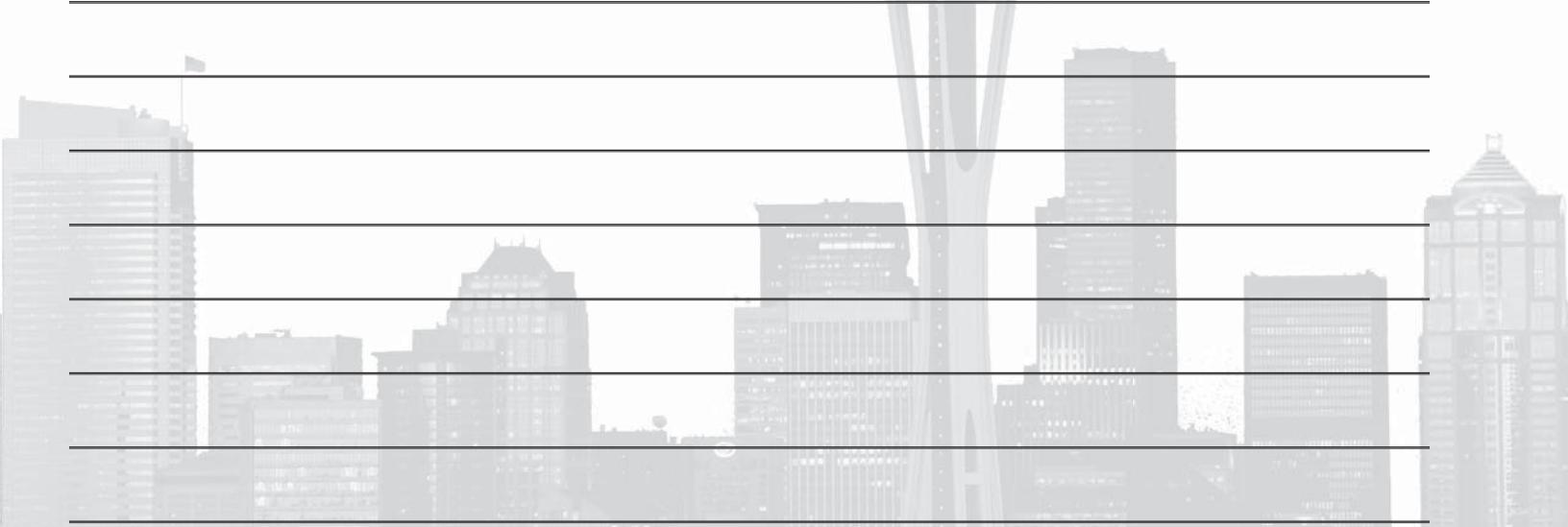




Notes



Notes





Notes



2009 NASPA Annual Conference Sponsors

Gold Level Sponsors



www.sodexousa.com



www.outsidetheclassroom.com



www.usatodaycollege.com



www.weebi.com



www.sprint.com/education



www.studentvoice.com



www.lifeadvantages.com



www.surveysciences.com/css.html



Silver Level Sponsors



www.aramark.com



www.EatLearnLive.com



Lifetopia Housing®
Lifetopia Roommates®

www.lifetopia.net



www.publicidentity.com



www.allonehealth.com



www.capstonecompanies.com



www.ravewireless.com

Bronze Level Sponsors



The Spelman & Johnson Group

www.spelmanandjohnson.com



www.npcwomen.org



www.aetnastudenthealth.com



www.goldenkey.org



www.transformationsfurniture.com



www.asicampuslaundry.com

NASPA Friends Level Sponsors



www.artina.com



www.1card.com

THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

www.gsehd.gwu.edu/heal

2009 NASPA Annual Conference Exhibitor Passport

2009 NASPA Exhibit Hall "Passport Drawing"

Your completed Exhibit Passport should be dropped off at the NASPA booth, outside of the Exhibit Hall. Collect EIGHT exhibitor signatures and write your contact information in the space provided to be eligible for the drawings.

Times for Drawings:

Sunday, March 8, 2009 – 9:00 p.m.

Monday, March 9, 2009 – 2:00 p.m.

Tuesday, March 10, 2009 – 10:30 a.m.

Participants:

(As of Time of Printing)

Allen & O'Hara Education Services

(1) \$100 Southwest Airlines Gift Card

Foliot Furniture

(1) \$150 Travel Gift Certificate

Heartland Campus Solutions

(1) Nintendo Wii Station

Massage Bar Inc.

(1) Massage Gift Certificate

University Parent Media

(1) \$50 Visa Gift Card

USA Today

(1) USA Today Gift Basket

Texterity, Inc.

Gift Cards

NASPA

(1) Complimentary Registration for the 2010 NASPA Annual Conference

(Excludes pre-conference workshops, awards luncheon tickets, or any other miscellaneous items outside of regular registration)

(1) Two nights hotel accommodations in Chicago, during the 2010 NASPA Annual Conference
at one of the official conference hotels.

Entry:

Name _____
First _____ Last _____ Title _____

Institution _____

Address _____

Phone _____
On-site in Seattle _____ Office _____

Email _____



**Exhibitor
Signature**

**Thank you
for visiting the
Exhibit Hall during
the 2009 NASPA
Annual Conference!**

UNIVERSITIES “ON THE MOVE”



Marshall University:

Before, a campus section of older athletic and other facilities. Today, a beautiful “gateway” to the Marshall campus, with new housing for first year students and a new recreational center (opening Spring 2009).

Occupancy: August 2008

Size: 812 Beds in shared bedroom suites



Towson West Village Phase 1:

Before, a parking lot in an area designated by Towson for housing growth. Today, a dynamic new living-learning community for first and second year students.

Occupancy: August 2008

Size: 668 Beds

Arizona State University Downtown Phoenix:

Before, an aging property on the edge of campus. Today, a vibrant new “state of the art” community for the ASU Downtown Phoenix Campus, incorporating “green” design and operations.

Occupancy: August 2008 (Phase 1) / August 2009 (Phase 2)

Size: 1,288 Total beds (Phase 1 of 744 Beds / Phase 2 of 544 Beds) in shared and private bedroom suites



Clarion University:

Before, a plateau in the center of campus, with aging facilities and open land. Today, a new “green” community to attract first and second year students.

Occupancy: January 2009

Size: 361 Beds in shared bedroom suites

Certifications: Designed and constructed to achieve LEED Silver Certification.



Capstone is honored to serve as partner to these “Universities on the Move” to achieve their housing visions. For more information, visit www.capstonecompanies.com.



mtvU IS THE LARGEST MEDIA NETWORK EXCLUSIVELY BY AND FOR COLLEGE STUDENTS.

mtvU can be seen in dining areas, fitness centers, and residence halls on campuses nationwide. mtvU features the best emerging music, student-produced content, national and local college news, pro-social initiatives and much more.

...

mtvU is an incubator for student talent, offering exclusive grants, scholarships, internships, jobs and other opportunities designed to launch your students' careers. We also bring global icons, production partnerships, community service programs, concerts and much more to affiliate campuses every week of the school year.

CHANCES ARE YOU ALREADY HAVE mtvU ON YOUR CAMPUS,

**SO CONTACT US ANY TIME AT 877-800-4483 OR
info@mtvU.com TO LEARN MORE ABOUT WHAT mtvU CAN
OFFER YOUR STUDENTS...THEY'LL THANK YOU FOR IT!**